

Inclusion of Migrants by Qualified Occupation in the Tourism industry



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PART 1

Introduction

English

Without them, the kitchen remains cold and beds remain unmade....

These concise words highlight the importance of migrant workers in the tourism industry across Europe. Despite regional differences, this sector has been struggling against the increasing shortage of skilled labor for years.

According to a recent survey by the professional association of the German tourism industry (DEHOGA), in June 2022 more than 60% of German hotel or restaurant businesses were looking for qualified employees as well as auxiliary staff. The data suggests, that the covid pandemic has aggravated this precarious situation.¹ However, even beyond the pandemic, the shortage of skilled labor in the tourism industry has been a core problem for years.²

¹ Bereits lange vor der Corona-Pandemie haben Experten auf die Notwendigkeit einer Qualifizierungsoffensive für die Tourismusindustrie verwiesen: „Twenty-first century tourism educators and career-seekers are facing new challenges: given the dynamic and complex nature of the contemporary tourism industry, students must be equipped with industry-relevant skills for the decades to come, such as intercultural and relational communication; leadership; responsibility; and a content/context-based set of domain-specific skills, namely in ICT. Unprecedented demand for these skills has occurred in line with the changes in technology and in the types of work expected of the emerging workforce. The new and innovative technologies and the impact of globalisation together with evolving consumer expectations have caused significant change in both the hotel and tourism industry and academic programs. Because the industry covers a diverse array of services, such as food and beverage, transportation, accommodation, arts, and entertainment, and continues to increase in complexity, there is an increasing demand for highly skilled staff who possess cross-cultural skills that transcend specific sector needs..... Human resources policy ought to focus on the improvement of professionals' qualifications and skills, in order to upgrade the quality of the service they provide and the competitiveness of the tourism offer.“ Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 51, online verfügbar: <http://hdl.handle.net/10400.26/19731>

² In zwei Jahren Pandemie mit mehreren Monaten *Lockdown* und Kurzarbeit musste sich ein Großteil der Beschäftigten in den Betrieben von Hotellerie und Gastronomie neu orientieren. Siehe: Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022,

online abrufbar: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

In almost all member states of the European union, fewer and fewer people are willing to accept the working conditions in the tourism and hospitality sector: unattractive working hours (early mornings, late evenings, Sundays and public holidays) as well as the relatively low wages.

In order to fill this gap, the tourism industry offered entry level jobs to migrants explicitly. Thus, across Europe the hospitality industry became the sector par excellence for the integration of migrants into the labour market. It is difficult to find precise data on the number of employees with a migration biography in the tourism and hospitality sector. This may be owed to the fact that a variety of different criteria are used to define the group, which makes it difficult to achieve comparability and statistic accuracy. The task of collecting reliable data is further complicated by the fact that employment contracts in the tourism sector are often precarious and on a temporary basis, with no obligations for reporting.

According to the statistical office of the European Union, 13 million people are employed in the tourism sector, 18% of which are foreigners from other EU countries or from so-called “third countries.”³ In some EU states the percentage of foreigners working in this sector lies significantly above this EU-average. According to labor market statistics in Austria, 52% of all employees in the hospitality business are foreigners (In Vienna, even 60%, mostly from Hungary or other EU member states.)⁴ In Germany, the trade association DEHOGA indicates that 35% of all employees in the tourism sector are foreigners. DEHOGA CEO Ingrid Hartges rightly claims, that “there is no other branch, in which the proportion is higher.”⁵

Branch representatives, trade unionists and scientists agree that the employment of foreigners in the industry also entails problems. Despite their very different perspectives on the subject, all experts refer to the challenges, which the employment of foreign workers poses. Precarious working conditions (including illegal employment), a high fluctuation, a lack of qualifications for the concrete job (while the level of education achieved in the home country is often high) and a low level of language competency are reoccurring themes in most discussions on the subject. In their corresponding strategy papers, the EU, ILO, OECD and UNWTO equally call for initiatives to approach these problems in the interest of the future viability and the sustainability of the tourism

³ Dagegen gibt das Statistische Amt der Europäischen Union den Anteil der Ausländischer an der Gesamtzahl der Beschäftigten in der Tourismuswirtschaft Estlands, Litauens und Rumäniens mit unter 3 % an. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

Diese Angaben spiegeln noch nicht die Auswirkungen des Zustroms von Geflüchteten aus der Ukraine wieder. Aber es kann davon ausgegangen werden, dass ein beachtlicher Teil von ihnen inzwischen in der Tourismusbranche eine Beschäftigung angenommen hat.

⁴ Kurier vom 10.10.2021, online abrufbar: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

⁵ Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022, online abrufbar: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

industry and with the goal of creating effective integration prospects for migrant employees. The advancement of the tourism sector will depend on the ability of the industry to endow their staff with the qualifications necessary for the provision of quality services and products.

Includmi – a key to successful integration of migrants

In recent years, the tourism industry has created thousands and thousands of jobs that have offered migrants the opportunity to enter the job market in their respective host countries.

According to market projections the tourism sector will continue to depend on foreign workers in the future, while the proportion of migrant workers is likely to rise even further. Paradoxically, the increasing employment rate of migrants has not solved any of the sector's structural problems. While the industry is suffering from a skills-shortage, migrants are still primarily hired to work in unskilled jobs and are mostly employed on a temporary or part-time basis. The growing, ever more urgent demand for qualified staff in the hotel and catering industry is thus not satisfied. Furthermore, the comparatively low pay⁶, often in combination with precarious working conditions, are the decisive reasons why the expectations of a large part of the foreign employees are not fulfilled in the long term. The high labor turnover which prevails in the tourism sector is thus even further exacerbated, rather than reduced.

The Erasmus + project ***Inclusion of Migrants by Qualified Occupation in the Tourism Industry - Includmi*** examines the complexity of problems that arise in this context. The project aims at providing a more sustainable basis for migrant employment and promotes fair wages. A key approach to reaching this goal is qualification and competence training. The present contribution will illustrate and clarify the objective of the *Includmi* project.

According to UNWTO⁷ - in the years leading up to the COVID-19 pandemic -European countries saw a steady increase in the number of entries for tourist purposes. In 2019, the number of entries rose to a total of 744 million. The following data was transmitted from the countries of origin of the institutions that belong to the *Includmi* project partnership:

Country	Number of Entries for Tourist Purposes 2019, Millions
Austria	22,7

⁶ So betrug der durchschnittliche Stundenlohn in der EU 2018 ca. 15,7 € während dagegen im Hotelgewerbe nur 11,0 € Stundenlohn gezahlt wurden. Entsprechend den statistischen Angaben war diese Differenz besonders gravierend in Deutschland (durchschnittlicher Stundenlohn bezogen auf die Gesamtwirtschaft 20,20 € und 12,50 € im Hotelgewerbe) und Österreich (durchschnittlicher Stundenlohn bezogen auf die Gesamtwirtschaft 17,80 € und 11,60 € im Hotelgewerbe).

siehe: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

⁷ Siehe <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>

France	90,9
Germany	35,2
Malta	2,8
Spain	83,5
Turkey	51,2

The statistical data shows that most of the incoming tourists come from within Europe: in Turkey 78% and in Spain 91% of all visitors come from another European country. However, based on relevant statistics, no assertions can be made as to the degree to which these tourists are in command of the national language of the country visited or which other languages they use to communicate. Nevertheless, the linguistic consequences of globalization are becoming increasingly evident and there is no doubt that command of several foreign languages and intercultural sensitivity have become basic requirements for successful communication in the tourism industry.

However, many other official EU documents explicitly discuss the importance of the English language for economic and social exchange. As early as 2015, the European Commission emphasized with unequivocal clarity in the document 'Study on Foreign Language Proficiency and Employability': "English is by far the most important language in international trade and the provision of services."⁸ In view of the economic and social changes resulting from the advancement of the Internet and the simultaneous spread of globalization, English is no longer presented as a language - in a classic, educated middle-class sense - but as a core competence. Therefore, our project's basic premise that the English language plays a central role specifically in the tourism industry is not too far-fetched.⁹ Thus, command of the English language is a basic requirement for the creation of a safe working environment. For those employees who are in direct contact with customers, it is also a prerequisite to ensure a high service quality.¹⁰

⁸ European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Humburg, M., Beadle, S., Smith, R., et al., *Study on foreign language proficiency and employability: final report*, Publications Office, 2017, online abrufbar: <https://data.europa.eu/doi/10.2767/908131>

⁹ Es ist bemerkenswert, dass eine 2021 durchgeführte Befragung unter Managern und ausländischen Angestellten in 5-Sterne-Hotels im touristischen Gravitationszentrum Antalya eindeutig festhält, dass der wesentlichste Grund für die Einstellung ausländischer Mitarbeiter ihre Sprachkenntnisse sind: „Undoubtedly, foreign language knowledge is a feature that all employees working in front departments (such as food and beverage, front office) should have at a certain level, not only in the animation department. Therefore at least the hotel managers within the scope of this research have difficulties in finding Turkish personnel who have a good grasp of languages spoken by their guest profiles. In this context, for the young people who want to make a career in the tourism sector in Turkey or are having tourism education of any level, it is recommended to develop their knowledge levels of a foreign language by taking into account the weighted guest profile visiting Turkey.“ Erdem, B., Turkmendag, T., Akgoz, E., & Gok, T. (2021), Foreign Workers Employment in the Hotel Industry: Evidence from Five-Star Hotels in Antalya, in: *Journal of Tourismology*, Nr. 7, S. 48, online abrufbar: <https://doi.org/10.26650/jot.2021.7.1.0002>

¹⁰ Es ließe sich darüber hinaus ins Feld führen, dass auch in den *back offices*, den Küchen und auf den Hotelfluren mehr und mehr multinational zusammengesetzte Teams die alltägliche Praxis sind. Kenner der

More and more representatives of the tourism industry are also arriving at this conclusion. The acute shortage of workers in the catering and hotel industry has triggered a pronounced competition among businesses to find workers. It has become a matter of economic survival to develop long term employment strategies that go beyond the mere recruitment of semi- or unskilled workers. For companies in the tourism industry, it is more important than ever to create fair working conditions and to offer their employees - especially those with a migration background - educational opportunities to further their professional development and to promote a wide range of career opportunities. The aim of the transnational Erasmus+ project *Includmi* is to make a contribution to this undertaking.

The project seeks to support stakeholders in the tourism industry, training centers and consulting agencies in their efforts to promote and expand fair, sustainable and long-term employment relationships for migrants within the industry. Our project works on the assumption that for migrants, the improvement of English language skills will go hand in hand with a significant increase of employment opportunities. *Includmi* provides practical didactic and methodological tools, as well as concrete assistance for the sector-specific professional training of migrants in the English language. The partnership joint work resulted in two online publications. The present handbook **CLIL Methodological and Resource Guide for Adult Language Trainers** is addressed to teachers and includes an extensive collection of educational examples. The second publication is entitled **Methodological Guide for Training Organizations and Employers of Migrants**.

The Erasmus+ project *Includmi* consists of six institutions from the EU and Turkey who cooperated for 24 months. Participating organizations are: Society for Inclusion and Social Work (Germany), Service Civil International Austria (Austria), Institut de la formation professionnelle en région académique Normandie (France), Future Focus Ltd (Malta) Asociación de Empresarios Gallegos de Aragón y Riberas del Ebro (Spain) and İzmit İlçe Millî Eğitim Müdürlüğü (Turkey). These organizations differ significantly regarding their respective field of work and institutional arrangement. Despite these differences, important synergy effects were gained from this diversity. Coming from a variety professional backgrounds and areas of expertise, each partner was able to contribute specific resources and skills. *Includmi* consists of institutions specializing in vocational and professional trainings, a language school, counseling centers for migrants and entrepreneurial association in the tourism industry. The individual project partners each brought their professional experience to bear on the project.

The different horizons of experience and the variety of skills of the individual *Includmi* partners proved to be the most important asset to the joint project. From the outset, the project was not simply intended to create updated teaching materials “English in gastronomy” or some revised guide for English lessons adapted to the tourism industry. The objective agreed between the partners was much more ambitious: The project accepted the challenge of developing didactic and methodological materials as well as concrete support for the sector-specific trainings in the English language, specifically

Branche gehen davon aus, dass in diesen Fällen sich das Englische als *lingua franca* in diesen Teams durchsetzt.

from the perspective of migrants and against the backdrop of their specific educational needs.

What is behind this claim? First, it is important not to treat the migrants' horizon of experience and their concrete lifeworld as ornamental, multicolored accessories and/or to incorporate superficial intercultural facts into the corresponding texts or teaching examples. Rather, two aspects that have a strong impact on learning must be taken into consideration:

1. Regarding their educational biographies, migrants come from very diverse backgrounds. Often, they are "overqualified" and the educational qualifications they "bring with them" are above the educational requirements for the respective job.¹¹ Both theory and empirical data support the claim, that these circumstances can have a highly positive effect on learning behavior and learning progress. The educational level has to be taken into account when designing language trainings. (However, it is important to keep in mind that the opposite may also be the case: In some cases the educational qualifications acquired in their home countries do not go beyond primary school education).
2. For migrants, participating in English language training, often entails an extra learning effort. Since this training takes place in addition to, perhaps even in parallel with, training in the language of the host country. Learning English in this context is often equivalent to learning a third, fourth or fifth language.

These specific circumstances demand a high level of didactic ability from the teaching staff working with migrants, which certainly goes beyond the "normal" level.

CLIL - probably the most effective method for language training of migrants

In the field of foreign language training of the EU member states, as well as the language training for migrants in the respective languages of their host countries, there is a variety of methodological approaches and didactic approaches.

Since the early 1990s, a methodological paradigm has emerged and consolidated itself. Content and Language Integrated Learning – CLIL, as David Marsh, University of Jyväskylä, Finland, calls this methodology "...refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely

¹¹ Eine jüngst in der Slowakei durchgeführte empirische Untersuchung kommt zu dem folgenden Schluss und weiß sich dabei eins mit anderen Untersuchungen zur Tourismusindustrie anderer europäischer Ländern älteren Datums: „To sum up, we conclude that migrant hospitality applicants are overqualified for such a work. In spite of an appropriate command of Slovak language and education attained, we hold an opinion that the applicants opt for such a job due to simplicity to enter hospitality labour market and having previous experience.“ Přivara, A., Kiner, A. (2020), Immigrant Employment in the Slovak Hospitality Industry: Profiles, Experience, and Education, in: Journal of Tourism and Services, Nr. 21, S. 178.

the learning of content and the simultaneous learning of a foreign language." ¹² For some, the reason for the popularity of CLIL is its "double leadership", which includes a post-modern, practice-oriented concept, where: "...an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both." ¹³

Other commentators emphasize the obvious advantages of deploying CLIL in language trainings for adult migrants in an intercultural context, which can be summarized as follows:

- **CLIL has a dual purpose**

In practice, the trainees learn a particular subject content and a foreign language at the same time. In a way, CLIL kills two birds with one stone. Traditionally, there are different subsystems in vocational training or vocational qualification – general training, vocational training and language training - which are organized independently of each other. CLIL strives to build bridges with suitable teaching methods.

- **CLIL saves time**

The possibility of combining the study of specialist content with the acquisition of a foreign language relieves a conflict that is quite common in everyday educational life: the lesson time available and the aspired learning objective often compete with one another. Instead of teaching the subject content necessary for working in the tourism industry in the majority language of the host country separately, CLIL offers the possibility to acquire this knowledge in the context of the English lesson itself. As long as this is well prepared and adapted to the required technical content, learners acquire the same professional technical concepts and skills, but have more time for exposure to the English language, which is a crucial factor for the development of language skills. From the perspective of migrants, saving time seems to be a particular advantage of the CLIL method. Migrants are under extreme economic pressure to earn their own living as quickly as possible. Also, the support programs for migrants to acquire professional qualifications, often only have a limited duration. Classes usually only run for a few weeks or months. Funding programs do not provide formal training lasting two or three years. Finally, companies hiring migrants or training

¹² Marsh, D. 2002, Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential, zitiert in: What is CLIL?, online abrufbar: <https://www.teachers-corner.co.uk/what-is-clil/>

¹³ Coyle, D., Hood, P., Marsh, D. 2010, CLIL: Content and Language Integrated Learning, online abrufbar: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

migrant employees on the job, are also pressed for time, as they are dependent on the quick availability of the workforce.

- **CLIL changes pedagogical practice**

To ensure that trainees understand and assimilate the subject matter, significant changes in classroom practice are required. CLIL is clearly content-driven, the technical content conveyed essentially determines the language content of the lesson. The introduction of CLIL necessarily entails such "conversions", but in the case of the qualification of migrants this requirement is even more urgent:

- o Language teachers need to adapt their daily teaching practices and methodologies to ensure that the trainees also understand the content. More time is required for further explanation of the technical information at the given level of language competency.

- o Teachers cannot simply "deliver" the content and assume that their audience understood it. A wide range of pedagogical resources should place greater emphasis on professional concepts and skills.

- o the teaching materials used (see appendix) should clearly reflect the dual objective. CLIL materials must present the themes of the curriculum in the foreign language very clearly. For example, in standard language courses teaching materials are selected on the basis of their linguistic function, to demonstrate and exercise grammatical rules etc. CLIL materials – on the contrary - are primarily selected based on subject content, e.g., frequently recurring processes in hotel receptions or food and beverage management.

- o CLIL focuses on content and relates to the subject matter. The main goal is for trainees to learn the professional language and the corresponding vocabulary.

- **CLIL strengthens the motivation of trainees**

In a publication aimed at practitioners in education and vocational training, the authors apodictically claim that CLIL stimulates an appetite for learning. The arguments presented are very convincing and can be summarized as follows:

- o “It provides reasons for learning and improving the foreign language level, because the understanding of the subject content is compulsory.
- o It focuses on and assesses the subject content, so the learner is not being assessed on his/her mastery of the Past Simple (for example) but rather his/her ability to use it in the appropriate places.
- o It gives students a feeling of real achievement. They are coping with, and talking and writing about, complex material in the foreign language.

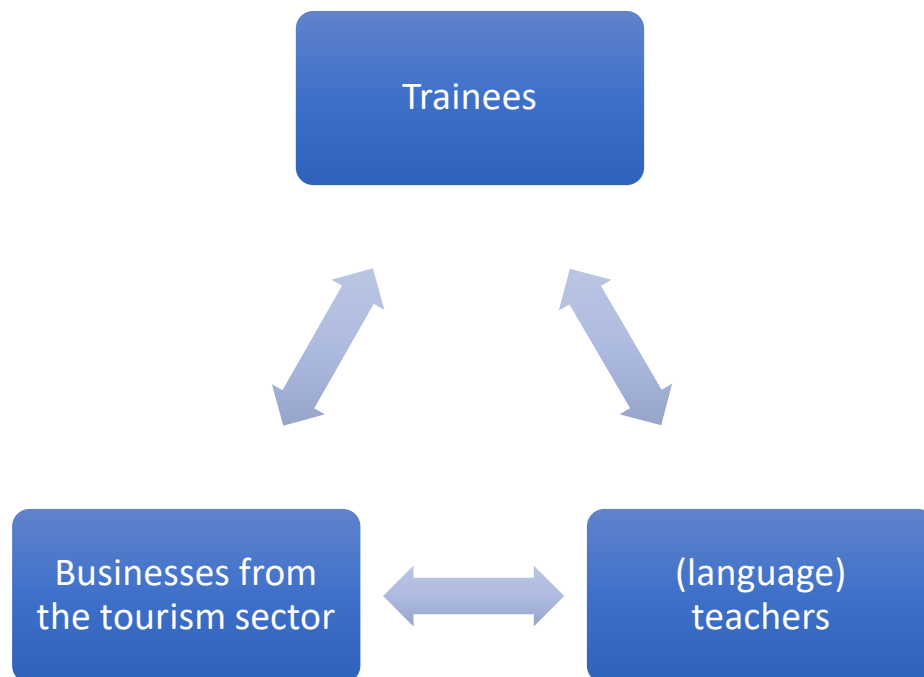
- They are not being asked to discuss 'vox-pop' content as in standard language learning textbooks (Pop Stars, Global Warming, My Favourite Auntie) - where the content is used as a slave to illustrate a certain language structure - but because the content is important in itself. In CLIL there is a chance that they are being asked their opinions because the expression of opinions (for example) is a key competence in the syllabus content.”¹⁴

Where there is light, there is also shadow. This popular wisdom also applies to CLIL. Critics point out that the task of imparting professional knowledge and a foreign language at the same time will be difficult to implement in the context of professional training and adult learning. As banal as it may sound, the imparting of technical content always requires language, and the teaching of language always requires technical content. In fact, in the day-to-day life of training institutions, the CLIL approach runs the risk of being thrown off track in two ways: subject teachers who teach in a foreign language often focus on the subject content, while linguistic interaction and communication are reduced to a minimum. At the same time, there is a risk that the existing foreign language skills of the trainees are not sufficient to fully absorb the specialist information. Foreign language teachers, on the other hand, tend to limit the level of detail in the technical knowledge they impart and do not always hit the “right note” in terms of practical relevance.

The results of the *Includmi* project provide technical advice and concrete instructions for overcoming these possible weaknesses in CLIL practice. In order to classify these instructions correctly and use them as effectively as possible, it seems appropriate to take a look at the concept of the “learning community” and to emphasize the importance of networking between the different actors as well as the relevance of a regular, structured exchange and feedback on the learning outcomes. At this point we can only offer a few thoughts on this matter. However, we would like to point out, that more detailed expositions and, above all, practical advice can be found in the brochure entitled *Methodological Guide for Training Organizations and Employers of Migrants*.

Elements of Learning Community

¹⁴ Ball, P., What is CLIL?, online abrufbar: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>



A learning community can be depicted in the shape of an isosceles triangle formed by the actors: trainees, teachers, especially language teachers, and interested businesses in the tourism industry. Ideally, they are all actively and openly interrelated.

So far, from the explanations of CLIL, it has become clear that there is a difference between teaching the English language and teaching **in** English. The goal of teaching English is the acquisition of linguistic competences in the English language. But teaching English requires methods and didactic activities that allow to convey as successfully as possible both the technical content and the professional language. Therefore, the key to learning success in the qualification of migrants for the different activities in the tourism industry lies in the authenticity and relevance of the content conveyed and materials used.

This imperative of authenticity and relevance poses a difficult task of the teachers. This difficulty - as Morgado und Coelho point out - "... makes it even more threatening to educational environments ..."¹⁵ Similarly, Ball argues: „Since all educational practice, be it an activity, a series of activities or a teaching unit, requires the operational framework of a clear outcome objective, how will the language teacher describe the incorporation of 'more conceptual content' into his/her lessons? Since the language teacher's objectives remain exclusively linguistic, how can the other content aims be included in order that they might be assessed? If the content aims are not assessed as the outcome objectives (as they are by the subject teacher), then the approach is unlikely to either interest or convince students... Language teachers rarely poses the time or the expertise to carry out the above,

¹⁵ Zitiert in: Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 65, online verfügbar: <http://hdl.handle.net/10400.26/19731>

and even if they did, the ‘how’ of such collaboration above needs to be more clearly stated. The incorporation of subject discourse into a language syllabus is a complex and time-consuming operation, but this is not to dismiss the possibility that it may well represent the future of language teaching.”¹⁶

The present publication and the teaching examples published in the annex are aimed at those language teachers who teach migrants in and for the tourism industry with the goal of helping them overcome certain uncertainties. However, this can be no more than a guide: A real increase in skills, both in terms of expertise and language skills, will result from an active exchange between teachers and businesses in the tourism sector. It must be emphasized with all clarity that without this active exchange, the lessons will remain an ordinary "English lesson", which may help participating trainees to develop good language skills, but will not reach its full potential with regard to the acquisition of specialized knowledge and professional skills.

CLIL teaching and learning materials should consist of existing authentic documents from the practice of the tourism industry (or materials adapted to the level of language proficiency). Materials should be available in a variety of media formats and adapted to the specific content and language learning objectives. From the experience of our project, it can also be determined that "... appropriate CLIL materials should meet these other specific characteristics:

- *meaningful, challenging, and authentic*, based on paper support and/or video clips, Flash-animations, web quests, podcasts, infographs, and/or other interactive materials on English language websites;
- *multi-modal input* that allows for the presentation of subject specific matters in a multiplicity of ways (maps, diagrams, etc.) and thus creates a diversified teaching environment;
- different learning styles and multiple intelligences are taken into account;
- visual literacy is promoted to better enable a deeper understanding of the specific content and competences and better illustrate and clarify complex matters presented in English.”¹⁷

As in any other classroom situation, teachers who teach migrants in and/or for the tourism industry in the English language based on CLIL must find or produce teaching and learning materials that correspond to the teaching objectives and the level of the learners, both with regard to content as well as linguistic requirements. As numerous studies have shown, this is one of the main difficulties for the implementation of CLIL. The requirement that the materials have to be as meaningful, challenging, and authentic as possible, obviously leaves the responsibility with the teachers and poses a great challenge for them. The task is to find materials that support teaching and enable the achievement

¹⁶ Ball, P. Defining CLIL parameters, online verfügbar:
<https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

¹⁷ Morgado, M. et al., 2015, CLIL Training Guide Creating a CLIL Learning Community in Higher Education, s. 31, online verfügbar: <http://hdl.handle.net/10400.22/17933>

of learning objectives without reducing the complexity of the subject matter or slowing down the rhythm of the learning process.

At this point, the importance of networking - as already mentioned above - comes into play again. The ongoing exchange between teachers and representatives of the tourism industry can facilitate the provision of appropriate materials. In cases where the technical language is overly complex, materials can be supplemented with instructions or explanations. A knowledge transfer with the tourism industry will provide teachers with the necessary technical knowledge and will deepen their understanding of the different job characteristics and requirements in the tourism industry.

Looking back on more than twenty years of intensive debate on the pedagogical-didactic innovation potential of CLIL and on the experiences that pioneers have made in the practice of schools and training institutions, critical questions are still being asked. It is therefore not surprising that in European countries both academics and practitioners alike are striving for the further development and effective support of lesson design. Particularly noteworthy in this ensemble are the initiatives of the European Centre for Modern Languages of the Council of Europe and the Graz Group, which is "based" in Graz. Regardless of the range of scientific findings and accumulated empirical knowledge, the relatively long list of relevant publications shows a conspicuous lack of practice-oriented manuals or instructions on teaching organization, performance evaluation and material development in "CLIL-ing."¹⁸

Looking at the European CLIL landscape it is equally striking that various "CLIL realities" seem to have emerged. There are hard core variants of CLIL, as well as soft variants. CLIL is taught in primary and secondary schools, and CLIL has also found its way into higher education, where it is promoted as a forward-looking method. In this obvious diversity of CLIL-ing, there seem to be two blind spots: vocational education and training for the tourism industry and language training for migrants.

The Erasmus+ project ***Inclusion of Migrants by Qualified Occupation in the Tourism Industry*** aims to shed some light on these blind spots. However, our contribution should be understood as a first attempt to offer concrete support to teachers in these areas. Therefore, we happily expose to collegial criticism and invite our readers to share their ideas and references.

¹⁸ Eine der wenigen Veröffentlichungen, die sich ausdrücklich die Aufgabe stellt, praxisorientierte Anleitungen zu Unterrichtsorganisation, Leistungsbewertung und Materialentwicklung zu geben, ist online verfügbare Handbuch *CLIL implementation with pools of resources for teachers, students, and pupils*. Dieses im Rahmen eines europäischen Projektes entstandene Handbuch liegt, außer in englischer Sprache, auch in verschiedenen anderen Sprachen vor und ist online verfügbar: <https://languages.dk/clil4u/>

French

Sans eux, les cuisines resteraient froides et les hôtels resteraient vides

Sans eux, les cuisines resteraient froides et les hôtels resteraient vides... Ces quelques mots soulignent l'importance des travailleurs migrants dans l'industrie du tourisme à travers l'Europe. Malgré les différences régionales, ce secteur lutte depuis des années contre la pénurie croissante de main-d'œuvre qualifiée.

Selon une enquête récente de l'association professionnelle de l'industrie du tourisme allemande (DEHOGA), en juin 2022, plus de 60 % des entreprises hôtelières ou de restauration allemandes cherchaient des employés qualifiés ainsi que du personnel auxiliaire. Les données suggèrent que la pandémie de la covid a aggravé cette situation précaire¹⁹. Cependant, même au-delà de la pandémie, la pénurie de main-d'œuvre qualifiée dans l'industrie du tourisme est un problème central depuis des années²⁰.

Dans presque tous les États membres de l'Union européenne, de moins en moins de personnes sont prêtes à accepter les conditions de travail dans le secteur du tourisme et

¹⁹ Bereits lange vor der Corona-Pandemie haben Experten auf die Notwendigkeit einer Qualifizierungsoffensive für die Tourismusindustrie verwiesen: "Les formateurs et les demandeurs d'emploi dans le secteur du tourisme au XXI^e siècle font face à de nouveaux défis : étant donné la nature dynamique et complexe de l'industrie touristique contemporaine, les apprenants doivent être dotés de compétences pertinentes pour les décennies à venir, telles que la communication interculturelle et relationnelle ; le leadership ; la responsabilité ; et un ensemble de compétences spécifiques, notamment en matière de technologies de l'information et de la communication (TIC). Une demande sans précédent pour ces compétences existe en accord avec les changements technologiques. Les nouvelles technologies innovantes et l'impact de la mondialisation, ainsi que l'évolution des attentes des consommateurs, ont entraîné des changements significatifs tant dans l'industrie hôtelière et touristique que dans les programmes académiques. En raison de la diversité des services offerts par l'industrie, tels que la restauration, le transport, l'hébergement, les arts et le divertissement, et de sa complexité croissante, il y a une demande croissante de personnel hautement qualifié possédant des compétences interculturelles qui transcendent les besoins spécifiques du secteur... La politique des ressources humaines devrait se concentrer sur l'amélioration des qualifications et des compétences des professionnels, afin d'améliorer la qualité du service qu'ils fournissent et la compétitivité de l'offre touristique." Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 51, online verfügbar: <http://hdl.handle.net/10400.26/19731>

²⁰ En deux années de pandémie avec plusieurs mois de confinement et de chômage partiel, la plupart des employés dans les entreprises de l'hôtellerie et de la restauration ont dû se réorienter. Voir : Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022, online abrufbar: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

de l'hôtellerie : des horaires de travail peu attrayants (tôt le matin, tard le soir, les dimanches et les jours fériés) ainsi que des salaires relativement bas.

Pour combler ce manque, l'industrie du tourisme a explicitement proposé des emplois de niveau débutant aux migrants. Ainsi, dans toute l'Europe, l'industrie de l'hospitalité est devenue le secteur par excellence pour l'intégration des migrants sur le marché du travail. Il est difficile de trouver des données précises sur le nombre d'employés ayant une trajectoire migratoire dans le secteur du tourisme et de l'hôtellerie. Cela peut être dû au fait que divers critères sont utilisés dans la définition d'une trajectoire migratoire, ce qui rend difficile la comparabilité et la précision statistique. La collecte de données fiables est en outre compliquée par le fait que les contrats de travail dans le secteur du tourisme sont souvent précaires et temporaires.

Selon l'office statistique de l'Union européenne, 13 millions de personnes travaillent dans le secteur du tourisme, dont 18 % sont des étrangers en provenance d'autres pays de l'UE ou de pays dits "tiers"²¹. Dans certains États membres de l'UE, le pourcentage d'étrangers travaillant dans ce secteur est nettement supérieur à cette moyenne de l'UE. Selon les statistiques du marché du travail en Autriche, 52 % des employés du secteur de l'hôtellerie sont des étrangers (à Vienne, même 60 %, principalement en provenance de Hongrie ou d'autres États membres de l'UE)²². En Allemagne, l'association professionnelle DEHOGA indique que 35 % des employés du secteur du tourisme sont des étrangers. La PDG de DEHOGA, Ingrid Hartges, affirme à juste titre que "il n'y a pas d'autre branche où la proportion est plus élevée"²³.

Les représentants de la branche, les syndicalistes et les scientifiques conviennent que l'emploi d'étrangers dans l'industrie du tourisme s'accompagne d'enjeux. Malgré leurs perspectives très différentes sur le sujet, tous les experts font référence aux défis que pose l'emploi de travailleurs étrangers. Les conditions de travail précaires (y compris l'emploi illégal), une forte fluctuation, un manque de qualifications (alors que le niveau d'éducation atteint dans le pays d'origine est souvent élevé) et un faible niveau de compétence linguistique sont des thèmes récurrents dans la plupart des discussions sur le sujet. Dans leurs documents stratégiques respectifs, l'UE, l'OIT, l'OCDE et l'OMT appellent également à des initiatives pour aborder ces enjeux dans l'intérêt de la viabilité future et de la durabilité de l'industrie du tourisme et dans le but de créer des perspectives d'intégration efficaces pour les employés migrants. Le développement du secteur du

²¹ En revanche, l'Office statistique de l'Union européenne indique que la part des étrangers dans le nombre total d'employés dans l'industrie du tourisme en Estonie, en Lituanie et en Roumanie est inférieure à 3 % https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries. Ces chiffres ne reflètent pas encore les effets de l'afflux de réfugiés en provenance d'Ukraine.

²² Courrier du 10 octobre 2021, disponible en ligne: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

²³ Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022, consultable en ligne : https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

tourisme dépendra de la capacité de l'industrie à doter son personnel des qualifications nécessaires pour fournir des services et des produits de qualité.

Includmi - une clé pour favoriser l'intégration des publics migrants

Ces dernières années, l'industrie du tourisme a créé des milliers et des milliers d'emplois offrant aux migrants l'opportunité d'entrer sur le marché du travail de leurs pays d'accueil respectifs.

Selon les projections du marché, le secteur du tourisme continuera de dépendre de la main-d'œuvre étrangère à l'avenir, tandis que la proportion de travailleurs migrants devrait augmenter encore davantage. Paradoxalement, l'augmentation du taux d'emploi des migrants n'a pas résolu les problèmes structurels du secteur. Alors que l'industrie souffre d'une pénurie de compétences, les migrants sont principalement embauchés pour des emplois non qualifiés et sont le plus souvent employés de manière temporaire ou à temps partiel. La demande croissante et de plus en plus urgente de personnel qualifié dans l'industrie de l'hôtellerie et de la restauration n'est donc pas satisfaite. De plus, la rémunération relativement basse²⁴, souvent combinée à des conditions de travail précaires, est la raison décisive pour laquelle les attentes d'une grande partie des employés étrangers ne sont pas satisfaites à long terme. Le taux élevé de rotation du personnel qui prévaut dans le secteur du tourisme est ainsi exacerbé, plutôt que réduit.

Le projet Erasmus + **Inclusion de Migrants par un Emploi Qualifié dans l'Industrie du Tourisme - Includmi** examine la complexité des enjeux qui se posent dans ce contexte. Le projet vise à fournir une base plus durable pour l'emploi des migrants et à promouvoir des salaires équitables. Une approche clé pour atteindre cet objectif est la qualification et la formation. La présente contribution illustrera et clarifiera l'objectif du projet Includmi.

Selon l'OMT²⁵ - dans les années précédant la pandémie de COVID-19 - les pays européens ont connu une augmentation constante du nombre d'entrées à des fins touristiques. En 2019, le nombre d'entrées a atteint un total de 744 millions. Les données suivantes ont été transmises par les pays d'origine des institutions faisant partie du partenariat du projet Includmi :

Pays	Nombre d'entrées à des fins touristiques 2019, en millions
Autriche	22,7
France	90,9

²⁴ Ainsi, le salaire horaire moyen dans l'UE en 2018 était d'environ 15,7 €, tandis que dans l'industrie hôtelière, il n'était que de 11,0 €. Selon les données statistiques, cette différence était particulièrement marquée en Allemagne (salaire horaire moyen pour l'ensemble de l'économie 20,20 € et 12,50 € dans l'industrie hôtelière) et en Autriche (salaire horaire moyen pour l'ensemble de l'économie 17,80 € et 11,60 € dans l'industrie hôtelière).

Voir : https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

²⁵ Voir : <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>

Allemagne	35,2
Malte	2,8
Espagne	83,5
Turquie	51.2

Les données statistiques montrent que la plupart des touristes proviennent de l'intérieur de l'Europe : en Turquie, 78 % et en Espagne, 91 % des visiteurs viennent d'un autre pays européen. Cependant, sur la base des statistiques pertinentes, aucune affirmation ne peut être faite quant au degré de maîtrise de la langue nationale du pays visité par ces touristes ou aux autres langues qu'ils utilisent pour communiquer. Néanmoins, les conséquences linguistiques de la mondialisation deviennent de plus en plus évidentes, et il ne fait aucun doute que la maîtrise de plusieurs langues étrangères et la sensibilité interculturelle sont devenues des exigences de base pour une communication réussie dans l'industrie du tourisme.

De nombreux autres documents officiels de l'Union européenne discutent explicitement de l'importance de la langue anglaise pour les échanges économiques et sociaux. Déjà en 2015, la Commission européenne soulignait avec une clarté sans équivoque dans le document intitulé 'Étude sur la compétence en langues étrangères et l'employabilité' : "L'anglais est de loin la langue la plus importante dans le commerce international et la prestation de services"²⁶. En raison des changements économiques et sociaux résultant de l'avancement d'Internet et de la mondialisation simultanée, l'anglais n'est plus présenté comme une langue -au sens classique- mais comme une compétence de base. Par conséquent, la prémisse de base de notre projet, selon laquelle la langue anglaise joue un rôle central spécifiquement dans l'industrie du tourisme, est pertinente²⁷. Ainsi, la maîtrise de la langue anglaise est une exigence pour la création d'un environnement de travail sûr. Pour les employés en contact direct avec les clients, c'est également une condition préalable pour assurer une qualité de service élevée²⁸.

²⁶ European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Humburg, M., Beadle, S., Smith, R., et al., Study on foreign language proficiency and employability: final report, Publications Office, 2017, disponible en ligne : <https://data.europa.eu/doi/10.2767/908131>

²⁷ Une enquête menée en 2021 auprès de gestionnaires et d'employés étrangers dans des hôtels 5 étoiles du centre touristique d'Antalya souligne clairement que la raison la plus importante de l'embauche de travailleurs étrangers est leur connaissance des langues : "Undoubtedly, foreign language knowledge is a feature that all employees working in front departments (such as food and beverage, front office) should have at a certain level, not only in the animation department. Therefore at least the hotel managers within the scope of this research have difficulties in finding Turkish personnel who have a good grasp of languages spoken by their guest profiles. In this context, for the young people who want to make a career in the tourism sector in Turkey or are having tourism education of any level, it is recommended to develop their knowledge levels of a foreign language by taking into account the weighted guest profile visiting Turkey." Erdem, B., Turkmendag, T., Akgoz, E., & Gok, T. (2021), Foreign Workers Employment in the Hotel Industry: Evidence from Five-Star Hotels in Antalya, in: Journal of Tourismology, Nr. 7, S. 48, disponible en ligne : <https://doi.org/10.26650/jot.2021.7.1.0002>

²⁸ Il est également à noter que dans les coulisses, les cuisines et les couloirs des hôtels, des équipes de plus en plus multinationales travaillent de manière quotidienne. Les experts de l'industrie du tourisme estiment que dans ces cas, l'anglais s'impose comme lingua franca au sein de ces équipes.

De plus en plus de représentants de l'industrie du tourisme parviennent également à cette conclusion. La pénurie de travailleurs dans l'industrie de la restauration et de l'hôtellerie a déclenché une concurrence prononcée entre les entreprises pour trouver des travailleurs. Il est devenu une question de survie économique de développer des stratégies d'emploi à long terme allant au-delà du simple recrutement de travailleurs semi-qualifiés ou non qualifiés. Pour les entreprises de l'industrie du tourisme, il est plus important que jamais de créer des conditions de travail équitables et d'offrir à leurs employés - en particulier ceux ayant un parcours migratoire - des opportunités éducatives pour favoriser leur développement professionnel et promouvoir une large gamme de perspectives de carrière. L'objectif du projet transnational Erasmus+ Includmi est d'y contribuer.

Le projet vise à soutenir les parties prenantes de l'industrie du tourisme et les centres de formation dans leurs efforts pour promouvoir des opportunités d'emploi équitables, durables et à long terme pour les migrants au sein de l'industrie.

Notre projet repose sur l'hypothèse que, pour les migrants, l'amélioration de leurs compétences en langue anglaise s'accompagnera d'une augmentation significative des opportunités d'emploi. Includmi propose des outils didactiques et méthodologiques pratiques, ainsi qu'une assistance concrète pour la formation professionnelle spécifique au secteur des migrants en langue anglaise. Le travail conjoint du partenariat a abouti à deux publications en ligne. Le présent manuel **Guide de la méthodologie CLIL pour les formateurs de langues étrangères** s'adresse aux enseignants/formateurs et comprend une vaste collection d'exemples éducatifs. La deuxième publication s'intitule "Guide méthodologique pour les organisations de formation et les employeurs de migrants".

Le projet Erasmus+ Includmi est composé de six partenaires de l'UE et de la Turquie qui ont collaboré pendant 24 mois. Les organisations participantes sont : ISA (Société pour l'inclusion et le travail social, Allemagne), Service Civil International Österreich (Service Civil International, Autriche), l'Institut de la Formation Professionnelle en Région Académique Normandie (France), Future Focus Ltd (Malte), AEGARE (Association des entrepreneurs galiciens d'Aragon et des rives de l'Èbre, Espagne) et İzmit İlçe Millî Eğitim Müdürlüğü (Turquie). Ces organisations diffèrent considérablement en ce qui concerne leur domaine d'activité respectif et leur organisation institutionnelle. Malgré ces différences, d'importants effets de synergie ont été obtenus grâce à cette diversité. Provenant de milieux professionnels et de domaines d'expertise variés, chaque partenaire a pu apporter des ressources et des compétences spécifiques. Includmi se compose d'institutions spécialisées dans la formation professionnelle, une école de langues, des centres de conseil pour les migrants et une association entrepreneuriale dans l'industrie du tourisme. Les partenaires du projet ont chacun apporté leur expérience professionnelle au projet.

Les horizons d'expérience différents et la variété des compétences des partenaires d'Includmi se sont révélés être l'atout le plus important du projet commun. Dès le départ, le projet n'avait pas simplement pour objectif de créer des supports pédagogiques mis à jour pour "l'anglais en hôtellerie-restauration" ou un guide révisé pour les leçons d'anglais adaptées à l'industrie du tourisme. L'objectif convenu entre les partenaires était beaucoup plus ambitieux : le projet a accepté le défi de développer des supports didactiques et méthodologiques ainsi qu'une assistance concrète pour la formation en langue anglaise spécifique au secteur, spécifiquement du point de vue des migrants et dans le contexte de leurs besoins éducatifs spécifiques.

Que cela signifie-t-il ? Deux aspects ayant un impact significatif sur l'apprentissage doivent être pris en considération :

1. En ce qui concerne leurs parcours éducatifs, les migrants proviennent de milieux très diversifiés. Souvent, ils sont "surqualifiés", et les qualifications qu'ils apportent avec eux dépassent les exigences professionnelles du poste²⁹. La théorie et les données empiriques soutiennent l'affirmation selon laquelle ces circonstances peuvent avoir un effet très positif sur l'apprentissage et les progrès. Le niveau d'éducation doit être pris en compte lors de la conception des formations linguistiques. (Cependant, il est important de garder à l'esprit que le contraire peut également être vrai : dans certains cas, les qualifications acquises dans leur pays d'origine ne dépassent pas l'éducation primaire).
2. Pour les migrants, participer à une formation en anglais implique souvent un effort d'apprentissage supplémentaire. Cette formation a lieu en plus, voire même en parallèle, de la formation dans la langue du pays d'accueil. Apprendre l'anglais dans ce contexte équivaut souvent à apprendre une troisième, quatrième ou cinquième langue.

Ces circonstances spécifiques exigent un haut niveau de compétence didactique de la part du personnel enseignant travaillant avec les migrants.

CLIL - probablement la méthode la plus efficace pour la formation linguistique des migrants

Dans le domaine de la formation en langue étrangère des États membres de l'UE, ainsi que dans la formation linguistique pour les migrants dans les langues respectives de leurs pays d'accueil, il existe une variété d'approches méthodologiques et didactiques.

Depuis le début des années 1990, un paradigme méthodologique a émergé et s'est consolidé. L'apprentissage intégré de contenu et de langue - CLIL, comme l'appelle David Marsh, de l'Université de Jyväskylä, en Finlande. Cette méthodologie "... fait référence à des situations où des matières, ou des parties de matières, sont enseignées à travers une langue étrangère avec des objectifs à double focale, à savoir l'apprentissage du contenu et l'apprentissage simultané d'une langue étrangère.³⁰" Pour certains, la raison de la popularité du CLIL réside dans sa "double direction", qui inclut un concept orienté vers la pratique, où : "... une langue supplémentaire est utilisée pour l'apprentissage et l'enseignement à la fois du contenu et de la langue. C'est-à-dire que, dans le processus

²⁹ Une enquête empirique récemment menée en Slovaquie aboutit à la conclusion suivante, s'alignant ainsi sur d'autres études sur l'industrie du tourisme dans d'autres pays européens plus anciennes : „To sum up, we conclude that migrant hospitality applicants are overqualified for such a work. In spite of an appropriate command of Slovak language and education attained, we hold an opinion that the applicants opt for such a job due to simplicity to enter hospitality labour market and having previous experience.“ Přivara, A., Kiner, A. (2020), Immigrant Employment in the Slovak Hospitality Industry: Profiles, Experience, and Education, in: Journal of Tourism and Services, Nr. 21, S. 178.

³⁰ Marsh, D. 2002, Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential, zitiert in: What is CLIL?, disponible en ligne: <https://www.teachers-corner.co.uk/what-is-clil/>

d'enseignement et d'apprentissage, l'accent n'est pas seulement mis sur le contenu, et pas seulement sur la langue. Les deux sont entrelacés, même si l'accent est plus fort sur l'un ou l'autre à un moment donné. Le CLIL n'est pas une nouvelle forme d'éducation linguistique. Ce n'est pas une nouvelle forme d'éducation disciplinaire. C'est une fusion innovante des deux."³¹

D'autres acteurs mettent en avant les avantages évidents du déploiement du CLIL dans les formations linguistiques pour les adultes migrants dans un contexte interculturel, qui peuvent se résumer comme suit :

- **CLIL a un double objectif**

En pratique, les apprenants acquièrent simultanément des connaissances dans une matière spécifique et une langue étrangère. En quelque sorte, le CLIL fait d'une pierre deux coups. Traditionnellement, il existe différents sous-systèmes dans la formation professionnelle ou la qualification professionnelle qui sont organisés indépendamment les uns des autres. Le CLIL s'efforce de construire des ponts avec des méthodes d'enseignement appropriées.

- **CLIL fait gagner du temps**

La possibilité de combiner l'étude du contenu spécialisé avec l'acquisition d'une langue étrangère résout un conflit assez courant dans la vie éducative quotidienne : le temps de cours disponible et l'objectif d'apprentissage souhaité entrent souvent en compétition. Au lieu d'enseigner le contenu nécessaire pour travailler dans l'industrie du tourisme dans la langue majoritaire du pays d'accueil séparément, le CLIL offre la possibilité d'acquérir ces connaissances dans le contexte même du cours d'anglais. Tant que cela est bien préparé et adapté au contenu technique requis, les apprenants acquièrent les mêmes concepts et compétences techniques professionnels, mais disposent de plus de temps pour être exposés à la langue anglaise, ce qui est un facteur crucial pour le développement des compétences linguistiques. Du point de vue des migrants, économiser du temps semble être un avantage particulier de la méthode CLIL. Les migrants sont sous une pression économique extrême pour gagner leur vie le plus rapidement possible. De plus, les programmes de soutien pour que les migrants acquièrent des qualifications professionnelles ont souvent une durée limitée. Enfin, les entreprises qui embauchent des migrants ou forment des employés migrants sur le tas sont également pressées par le temps, car elles dépendent de la disponibilité rapide de la main-d'œuvre.

- **CLIL change la pratique pédagogique**

Pour s'assurer que les apprenants comprennent et assimilent la matière, des changements significatifs dans la pratique en classe sont nécessaires. Le CLIL est clairement axé sur le contenu, le contenu technique transmis détermine essentiellement le contenu linguistique du cours. L'introduction du CLIL entraîne nécessairement de telles "conversions", mais dans le cas de la qualification des migrants, cette exigence est encore plus importante :

- Les enseignants de langues doivent adapter leurs pratiques d'enseignement quotidiennes et leurs méthodologies pour s'assurer que les apprenants comprennent

³¹ Coyle, D., Hood, P., Marsh, D. 2010, CLIL: Content and Language Integrated Learning, online abrufbar: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

également le contenu. Plus de temps est nécessaire pour expliquer davantage les informations techniques au niveau de compétence linguistique donné.

- Les enseignants ne peuvent pas simplement "transmettre" le contenu en supposant que leur auditoire l'a compris. Une large gamme de ressources pédagogiques devrait mettre davantage l'accent sur les concepts et compétences professionnelles.
- Les matériels pédagogiques utilisés (voir annexe) doivent refléter clairement le double objectif. Les matériels CLIL doivent présenter les thèmes du programme d'études dans la langue étrangère de manière très claire. Par exemple, dans les cours de langue standard, les matériels pédagogiques sont sélectionnés sur la base de leur fonction linguistique, pour démontrer et exercer des règles grammaticales, etc. Les matériels CLIL – au contraire – sont principalement sélectionnés en fonction du contenu de la matière, par exemple, les processus fréquemment récurrents dans les réceptions d'hôtel ou la gestion de la restauration.
- CLIL se concentre sur le contenu et est lié à la matière. L'objectif principal est que les apprenants apprennent le langage professionnel et le vocabulaire correspondant.

- **CLIL renforce la motivation des apprenants**

Dans une publication destinée aux praticiens de l'éducation et de la formation professionnelle, les auteurs affirment de manière apodictique que le CLIL stimule le désir d'apprendre. Les arguments présentés sont très convaincants et peuvent être résumés comme suit :

- "Il fournit des raisons d'apprendre et d'améliorer le niveau en langue étrangère, car la compréhension du contenu de la matière est obligatoire.
- Il se concentre sur le contenu de la matière et l'évalue, de sorte que l'apprenant n'est pas évalué sur sa maîtrise du passé simple (par exemple), mais plutôt sur sa capacité à l'utiliser aux endroits appropriés.
- Il donne aux étudiants le sentiment d'une réalisation réelle. Ils traitent, parlent et écrivent sur un matériel complexe dans la langue étrangère.
- On ne leur demande pas de discuter de contenus 'vox-pop' comme dans les manuels d'apprentissage de langue standard (cinéma, actualité, ...) - où le contenu est utilisé comme esclave pour illustrer une certaine structure linguistique - mais parce que le contenu est important en lui-même. Dans le CLIL, il y a une chance qu'on leur demande leur avis car l'expression d'opinions (par exemple) est une compétence clé dans le contenu du programme d'études."³²

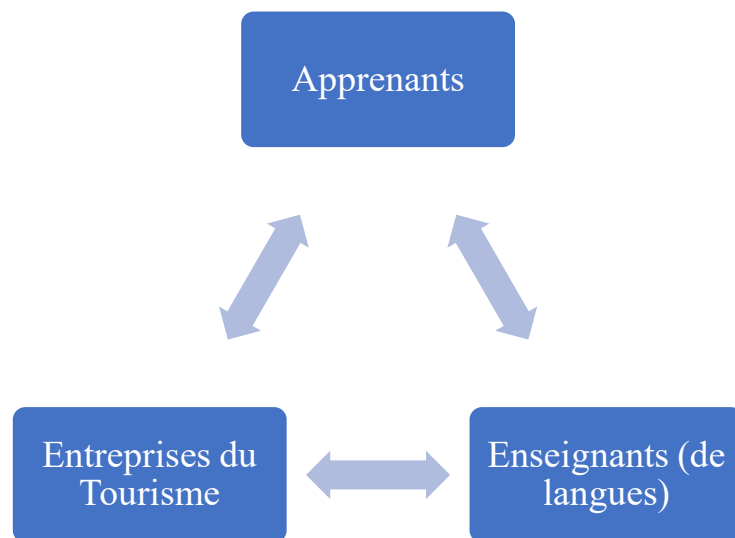
Là où il y a de la lumière, il y a aussi de l'ombre. Cette sagesse populaire s'applique également au CLIL. Les critiques soulignent que la tâche de transmettre des connaissances professionnelles et une langue étrangère simultanément sera difficile à mettre en œuvre dans le contexte de la formation professionnelle et de l'apprentissage des adultes. Aussi banale que cela puisse paraître, la transmission de contenus techniques nécessite toujours du langage, et l'enseignement de la langue nécessite toujours des contenus techniques. En réalité, dans la vie quotidienne des instituts de formation, l'approche CLIL court le risque de dérailler de deux manières : les enseignants de matières qui enseignent dans une langue étrangère se concentrent souvent sur le contenu de la

³² Ball, P., What is CLIL?, disponible en ligne: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>

matière, tandis que l'interaction linguistique et la communication sont réduites au minimum. En même temps, il y a un risque que les compétences linguistiques étrangères existantes des apprenants ne soient pas suffisantes pour absorber pleinement les informations spécialisées. Les enseignants de langue étrangère, d'autre part, ont tendance à limiter le niveau de détail des connaissances techniques qu'ils transmettent.

Les Guides du projet Includmi fournissent des conseils techniques et des instructions concrètes pour surmonter ces faiblesses potentielles dans la pratique du CLIL. Nous tenons à souligner que des expositions plus détaillées et, surtout, des conseils pratiques se trouvent dans la brochure intitulée "Guide méthodologique pour les organismes de formation et les employeurs".

Communauté d'apprentissage



Une communauté d'apprentissage peut être représentée sous la forme d'un triangle formé par les acteurs suivants : les apprenants, les enseignants, en particulier les enseignants de langue, et les entreprises du tourisme. Idéalement, ils sont tous interconnectés de manière active et ouverte.

Compte tenu des explications sur le CLIL, il est clair qu'il existe une différence entre enseigner la langue anglaise et enseigner en anglais. L'objectif de l'enseignement de l'anglais est l'acquisition de compétences linguistiques dans la langue anglaise. Mais l'enseignement en l'anglais nécessite des méthodes et des activités didactiques qui permettent de transmettre aussi efficacement que possible à la fois le contenu technique et la langue professionnelle. Par conséquent, la clé de la réussite de l'apprentissage réside dans l'authenticité et la pertinence du contenu transmis et des matériaux utilisés.

Cet impératif d'authenticité et de pertinence pose une tâche difficile aux enseignants. Comme le souligne Ball : "Puisque toute pratique éducative, qu'il s'agisse d'une activité, d'une série d'activités ou d'une unité d'enseignement, nécessite le cadre opérationnel d'un

objectif de résultat clair, comment le professeur de langue décrira-t-il l'incorporation de 'contenu plus conceptuel' dans ses leçons ? Puisque les objectifs du professeur de langue restent exclusivement linguistiques, comment les autres objectifs de contenu peuvent-ils être inclus afin qu'ils puissent être évalués ? Si les objectifs de contenu ne sont pas évalués comme les objectifs de résultat (comme c'est le cas pour le professeur de matière), alors l'approche risque de ne pas intéresser ni de convaincre les étudiants... Les enseignants de langue ont rarement le temps ou l'expertise pour effectuer cela, et même s'ils le faisaient, le 'comment' d'une telle collaboration doit être plus clairement exposé. L'incorporation du discours de la matière dans un programme de langue est une opération complexe et chronophage, mais cela ne doit pas exclure la possibilité qu'elle représente l'avenir de l'enseignement des langues."³³

La présente publication et les exemples de leçons publiés en annexe s'adressent aux enseignants de langues qui enseignent à des élèves migrants dans le secteur du tourisme, dans le but de les aider à surmonter certaines incertitudes. Cependant, cela ne peut être qu'un guide : une véritable augmentation des compétences, tant en termes d'expertise que de compétences linguistiques, résultera d'un échange actif entre les enseignants, les apprenants et les entreprises du secteur du tourisme. Il doit être souligné avec toute clarté que sans cet échange actif, les leçons resteront une simple "leçon d'anglais", qui peut aider les élèves participants à développer de bonnes compétences linguistiques, mais n'atteindra pas son plein potentiel en ce qui concerne l'acquisition de connaissances spécialisées et de compétences professionnelles.

Les supports d'enseignement et d'apprentissage CLIL devraient être constitués de documents pratiques des métiers du tourisme (ou de documents adaptés au niveau de compétence linguistique). Les supports doivent être disponibles dans divers formats multimédias et adaptés aux objectifs spécifiques d'apprentissage de la langue et du contenu. Il peut également être déterminé que "... les supports CLIL appropriés devraient présenter ces autres caractéristiques spécifiques :

- stimulants et authentiques, basés sur un support papier et/ou des clips vidéo, des animations Flash, des quêtes web, des podcasts, des infographies et/ou d'autres supports interactifs sur des sites web en langue anglaise ;
- présentant une entrée multimodale qui permet la présentation de sujets spécifiques de multiples façons (cartes, diagrammes, etc.) et crée ainsi un environnement d'enseignement diversifié ;
- prenant en compte différents styles d'apprentissage et plusieurs formes d'intelligences ;
- mobilisant la littératie visuelle pour permettre une meilleure compréhension du contenu et pour illustrer et clarifier de manière plus approfondie les sujets complexes présentés en anglais."³⁴

Comme dans toute autre situation de classe, les enseignants qui enseignent aux migrants dans et/ou pour l'industrie du tourisme en anglais basé sur la méthode CLIL doivent trouver ou produire des supports d'enseignement correspondant aux objectifs

³³ Ball, P. Defining CLIL parameters :

<https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

³⁴ Morgado, M. et al., 2015, CLIL Training Guide Creating a CLIL Learning Community in Higher Education, s. 31, online verfügbar: <http://hdl.handle.net/10400.22/17933>

pédagogiques et au niveau des apprenants, tant en ce qui concerne le contenu que les exigences linguistiques. Comme de nombreuses études l'ont montré, c'est l'une des principales difficultés de la mise en œuvre du CLIL. L'exigence selon laquelle les supports doivent être aussi significatifs, stimulants et authentiques que possible laisse évidemment la responsabilité aux enseignants et constitue un grand défi pour eux. La tâche est de trouver des supports qui soutiennent l'enseignement et permettent d'atteindre les objectifs d'apprentissage sans impacter la complexité du sujet ou ralentir le rythme du processus d'apprentissage.

À ce stade, l'importance des relations avec les entreprises - comme mentionné précédemment - entre à nouveau en jeu. L'échange continu entre les enseignants et les représentants de l'industrie du tourisme peut faciliter la fourniture de supports appropriés. Dans les cas où le langage technique est trop complexe, les supports peuvent être complétés par des instructions ou des explications. Un transfert de connaissances avec l'industrie du tourisme fournira aux enseignants les connaissances techniques nécessaires et approfondira leur compréhension des différentes caractéristiques et exigences professionnelles dans l'industrie du tourisme.

En revenant sur plus de vingt ans de débats intensifs sur le potentiel d'innovation pédagogique-didactique du CLIL et sur les expériences que les pionniers (exemple : Centre européen pour les langues modernes du Conseil de l'Europe et du groupe de Graz) ont faites au sein des écoles et des instituts de formation, certaines questions critiques sont toujours posées. Indépendamment de la gamme de conclusions scientifiques et de connaissances empiriques accumulées, la liste relativement longue des publications pertinentes montre un manque frappant de manuels ou d'instructions orientés vers la pratique sur l'organisation des cours, l'évaluation des performances et le développement de matériel dans le cadre du « CLIL-ing »³⁵.

En examinant le paysage européen du CLIL, il est tout aussi frappant de constater que diverses "réalités du CLIL" semblent avoir émergé. Il existe des variantes dures du CLIL, ainsi que des variantes douces. Le CLIL est enseigné dans les écoles primaires et secondaires, et le CLIL a également trouvé sa place dans l'enseignement supérieur, où il est promu comme une méthode tournée vers l'avenir. Dans cette diversité évidente du CLIL-ing, il semble y avoir deux angles morts : l'éducation et la formation professionnelles dans le secteur du tourisme et la formation linguistique pour les migrants. Le projet Erasmus+ **Inclusion de Migrants par un Emploi Qualifié dans l'Industrie du Tourisme - Includmi** vise à apporter davantage de visibilité sur ces questions. Cependant, la contribution de ce projet doit être envisagée comme une première tentative d'offrir un soutien concret aux enseignants dans ces domaines. Par conséquent, nous nous exposons volontiers à la critique et invitons nos lecteurs à partager leurs idées et références.

³⁵ L'un des rares ouvrages qui se donne expressément pour tâche de fournir des orientations pratiques sur l'organisation des cours, l'évaluation des performances et le développement du matériel est le manuel intitulé "CLIL implementation with pools of resources for teachers, students, and pupils". Ce manuel, élaboré dans le cadre d'un projet européen, est disponible en ligne, en anglais et dans différentes langues : <https://languages.dk/clil4u/>

Ohne sie bleibt fast jede Küche kalt, fast jedes Bett ungemacht ...

Diese wenigen Worte beschreiben die Bedeutung von Arbeitskräften ausländischer Herkunft in der Tourismusbranche vieler europäischer Länder. Ungeachtet regionaler Unterschiede kämpft dieser Wirtschaftszweig seit Jahren mit einem ausgeprägten Mangel an Arbeitskräften. Den Ergebnissen einer aktuellen Umfrage des deutschen Hotel- und Gaststättenverbands (DEHOGA) zufolge suchten im Juni 2022 mehr als 60 Prozent der gastgewerblichen Betriebe Fach- und Hilfskräfte. Die Daten legen nahe, dass die COVID-Pandemie die Lage zwar extrem zugespitzt hat,³⁶ doch die Probleme, Mitarbeiter für Gastronomie und Hotellerie zu finden, existieren bereits seit Jahren.³⁷

Weil es so gut wie allen Mitgliedsstaaten der Europäischen Union nicht mehr genug Menschen gibt, die bereit sind, die eher unattraktiven Arbeitszeiten in der Tourismusbranche - früh morgens, spät abends und an Sonn- und Feiertagen - aber auch an der schlechten Bezahlung zu akzeptieren, bemühen sich Wirte und Hoteliers seit

³⁶ In zwei Jahren Pandemie mit mehreren Monaten *Lockdown* und Kurzarbeit musste sich ein Großteil der Beschäftigten in den Betrieben von Hotellerie und Gastronomie neu orientieren. Siehe: Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022,

online abrufbar: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

³⁷ Bereits lange vor der Corona-Pandemie haben Experten auf die Notwendigkeit einer Qualifizierungsoffensive für die Tourismusindustrie verwiesen: „Twenty-first century tourism educators and career-seekers are facing new challenges: given the dynamic and complex nature of the contemporary tourism industry, students must be equipped with industry-relevant skills for the decades to come, such as intercultural and relational communication; leadership; responsibility; and a content/context-based set of domain-specific skills, namely in ICT. Unprecedented demand for these skills has occurred in line with the changes in technology and in the types of work expected of the emerging workforce. The new and innovative technologies and the impact of globalisation together with evolving consumer expectations have caused significant change in both the hotel and tourism industry and academic programs. Because the industry covers a diverse array of services, such as food and beverage, transportation, accommodation, arts, and entertainment, and continues to increase in complexity, there is an increasing demand for highly skilled staff who possess cross-cultural skills that transcend specific sector needs..... Human resources policy ought to focus on the improvement of professionals' qualifications and skills, in order to upgrade the quality of the service they provide and the competitiveness of the tourism offer.“ Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 51, online verfügbar: <http://hdl.handle.net/10400.26/19731>

Langem um Verstärkung aus dem Ausland bzw. stellen vermehrt Zugewanderte ein. So wurde das Gastgewerbe europaweit *par excellence* zu einer Branche der Chancen für einen Einstiegsjob und der Integration in den Arbeitsmarkt von Immigranten.

Es ist nicht leicht, genaue Angaben über die Zahl der Beschäftigten in der Tourismusindustrie zu erhalten, die eine Migrationsbiografie aufweisen. Das mag an den unterschiedlichen Kriterien liegen, die Erhebung von genauen und vor allem vergleichbaren statistischen Daten erschweren. Hinzukommt, dass in dieser Branche die Zahl der nicht meldepflichtigen geringfügigen oder Aushilfsbeschäftigten hoch ist und die illegale Beschäftigung vergleichsweise häufig anzutreffen ist. Den Daten des Statistischen Amtes der Europäischen Union ³⁸ zufolge sind ca. 13 Millionen Personen in der Tourismuswirtschaft beschäftigt, davon sind ungefähr 18 % Ausländer, sei es aus einem anderen EU-Mitgliedsstaat oder einem sogenannten Drittstaat.³⁸ Dabei weisen einige Länder einen noch höheren Grad der Beschäftigung von Ausländern in diesen Wirtschaftszweig auf, beispielsweise vermeldeten die Arbeitsmarktstatistiken in Österreich 2021 einen Ausländeranteil von 52% im Hotel- und Gaststättengewerbe (in Wien sogar 60 %, zumeist aus Ungarn und anderen osteuropäischen Mitgliedsstaaten).³⁹ In Deutschland gibt der DEHOGA den Anteil der beschäftigten Ausländer mit 35 % an und die Hauptgeschäftsführerin dieses Unternehmerverband Ingrid Hartges kann mit Recht betonen: "In keiner anderen Branche ist der Anteil höher."⁴⁰

Die hohe Beschäftigung von Migranten in der Tourismusbranche hat aber auch eine Kehrseite auf die sowohl Branchenvertreter, als auch Gewerkschaftler und Wissenschaftler hinweisen. Ungeachtet der im Einzelfall unterschiedlichen Perspektive und verschiedener Schwerpunktsetzungen verwiesen sie auf die Herausforderungen, die mit der Beschäftigung von ausländischen Arbeitskräften verbunden sind. Prekäre Arbeitsverhältnisse (einschließlich illegaler Beschäftigung), hohe Fluktuation, ungenügende Qualifikation für den konkreten Arbeitsplatz (bei gleichzeitiger hoher

³⁸ Dagegen gibt das Statistische Amt der Europäischen Union den Anteil der Ausländer an der Gesamtzahl der Beschäftigten in der Tourismuswirtschaft Estlands, Litauens und Rumäniens mit unter 3 % an. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

Diese Angaben spiegeln noch nicht die Auswirkungen des Zustroms von Geflüchteten aus der Ukraine wieder. Aber es kann davon ausgegangen werden, dass ein beachtlicher Teil von ihnen inzwischen in der Tourismusbranche eine Beschäftigung angenommen hat.

³⁹ Kurier vom 10.10.2021, online abrufbar: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

⁴⁰ Gemeinsame Pressemitteilung: Verbände packen Herausforderungen im Gastgewerbe länderübergreifend an, 28.6.2022, online abrufbar: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

mitgebrachter Bildung), geringe Sprachkompetenzen sind dabei einige der immer wiederholten Stichworte. In entsprechenden Strategiedokumenten fordern sowohl die EU, ILO, OECD und UNWTO gleichermaßen die Überwindung dieser Herausforderungen im Interesse der Zukunftsfähigkeit und Nachhaltigkeit der Tourismuswirtschaft sowie der effektiven Integrationsperspektiven der ausländischen Beschäftigten, denn die weitere Entwicklung wird davon abhängen, wie es gelingt, das Personal mit jenen Qualifikationen auszustatten, die für die Erbringung qualitativ hochwertiger touristischer Produkte erforderlich sind.

Includmi - ein Schlüssel zu nachhaltiger Integration von Migranten

In den vergangenen Jahren hat die Tourismuswirtschaft tausende und abertausende Arbeitsplätze geschaffen, die für Migranten die Gelegenheit des Einstiegs in den Arbeitsmarkt ihrer jeweiligen Gastländer boten. Aller Voraussicht nach wird auch in der Zukunft dieser Wirtschaftszweig auf ausländische Arbeitskräfte angewiesen sein und wahrscheinlich wird deren Anteil weiterhin ansteigen. Paradoxerweise hat die massive Beschäftigung von Zugewanderten keines der strukturellen Branchenprobleme dauerhaft gelöst: denn sind Migranten vorwiegend in unqualifizierten Jobs und zumeist saisonal bzw. auf Teilzeitbasis beschäftigt. Die wachsende, immer dringender werdende Nachfrage nach qualifiziertem Personal im Hotel- und Gaststättengewerbe wird dadurch so gut wie gar nicht befriedigt. Weiterhin sind die vergleichsweise geringe Bezahlung,⁴¹ oft im Verein mit prekären Arbeitsverhältnisse, die entscheidenden Ursachen dafür, dass die Erwartungen eines Großteils der ausländischen Beschäftigten nicht dauerhaft in Erfüllung gehen, somit die in der Branche vorherrschende Fluktuation nicht abgebaut wird.

Das Erasmus + Projekt *Inclusion of Migrants by Qualified Occupation in the Tourism Industry - Includmi* hat diese problematische Situation ins Visier genommen und strebt an, die Beschäftigung von Migranten auf eine nachhaltigere Grundlage zu stellen und eine faire Entlohnung zu fördern. Der Schlüssel dazu ist Qualifizierung und Kompetenztraining. Um diese Zielstellung nachvollziehen zu können muss folgende Betrachtung angestellt werden.

⁴¹ So betrug der durchschnittliche Stundenlohn in der EU 2018 ca. 15,7 € während dagegen im Hotelgewerbe nur 11,0 € Stundenlohn gezahlt wurden. Entsprechend den statistischen Angaben war diese Differenz besonders gravierend in Deutschland (durchschnittlicher Stundenlohn bezogen auf die Gesamtwirtschaft 20,20 € und 12,50 € im Hotelgewerbe) und Österreich (durchschnittlicher Stundenlohn bezogen auf die Gesamtwirtschaft 17,80 € und 11,60 € im Hotelgewerbe).
siehe: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

Den Angaben der UNWTO⁴² zufolge verzeichneten die europäischen Länder in den Jahren vor der COVID-19-Pandemie eine stetig wachsende Zahl von Einreisen aus dem Ausland zu touristischen Zwecken. Im Jahr 2019 stieg die Zahl der Einreisen auf insgesamt 744 Millionen an. Aus den Herkunftsländern der Einrichtungen, die zur *Includmi*-Projektpartnerschaft gehören, wurden die folgende Daten übermittelt:

Land	Gesamtzahl der touristischen Einreisen 2019, in Millionen
Österreich	22,7
Frankreich	90,9
Deutschland	35,2
Malta	2,8
Spanien	83,5
Türkei	51,2

Den statistischen Angaben lässt sich entnehmen, dass die überwiegende Zahl der einreisenden Touristen aus dem europäischen Raum stammen, d.h. zwischen 78 % (Türkei) und 91 % (Spanien) aller Besucher kommen aus einem anderen europäischen Land. Dagegen erlauben die einschlägigen Statistiken keine Aussage, darüber in welchem Grad die Einreisenden die Verkehrssprache des besuchten Landes beherrschen bzw. welche andren Sprachen, sie zu ihrer Verständigung benutzen. Dennoch die sprachlichen Folgen der Globalisierung werden immer offensichtlicher und es besteht kein Zweifel daran, dass die Beherrschung mehrerer Fremdsprachen und interkulturelle Sensibilität eine Grundvor-aussetzung für eine erfolgreiche Kommunikation in der Tourismusbranche ist.

Aus anderen, offiziellen Dokumenten der EU lässt sich jedoch die Bedeutung der Englischen Sprache für den wirtschaftlichen und sozialen Austausch schließen. Bereits 2015 streicht die Europäische Kommission in dem Dokument 'Study on Foreign Language Proficiency and Employability' mit unzweifelhafter Deutlichkeit heraus: "English is by far the most important language in international trade and the provision of services."⁴³ Angesichts des wirtschaftlichen und sozialen Wandels, der sich seit der Entwicklung des Internets und der parallel dazu stattfindenden Globalisierung vollzogen

⁴² Siehe <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>

⁴³ European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Humburg, M., Beadle, S., Smith, R., et al., *Study on foreign language proficiency and employability: final report*, Publications Office, 2017, online abrufbar: <https://data.europa.eu/doi/10.2767/908131>

hat, stellt sich Englisch nicht mehr so sehr als Sprache - in einem klassischen, bildungsbürgerlichen Sinn - dar, sondern als eine Kernkompetenz. Daher ist die Annahme über die herausragende Bedeutung des Englischen auch für die Tourismuswirtschaft nicht irreführend.⁴⁴ Insofern ist die Beherrschung der englischen Sprache zumindest für diejenigen Beschäftigten, die im direkten Kontakt mit den Kunden stehen, eine Voraussetzung für sicheres Arbeiten und die hohe Qualität der angebotenen Dienstleistungen.⁴⁵

Diese Einsicht gewinnt auch unter Branchenvertretern immer an Raum, denn der akute Arbeitskräftemangel in der Gastronomie und Hotellerie hat einen ausgeprägten Wettbewerb um Arbeitskräfte in Gang gesetzt und um in dieser Situation zu bestehen, mehr als die bloße Rekrutierung von mehr un- und angelernten Mitarbeitern nötig. Für die Unternehmen der Tourismusindustrie kommt es mehr denn je darauf an, faire Arbeitsbedingungen zu bieten und den Arbeitskräften, insbesondere den Beschäftigten mit Migrationsbiografie, gezielte Aus- und Weiterbildungen zu ermöglichen, um vielseitige Karrieremöglichkeiten und Entwicklungschancen zu fördern. Genau in diesen Kontext ordnen sich die Anstrengungen der Erasmus+ Projektpartnerschaft *Includmi* ein.

Die Projektpartnerschaft verfolgt die Zielstellung, die stakeholder der Tourismusbranche, Ausbildungsstätten und Bratungseinrichtungen in ihrem Anliegen zu unterstützen, faire, dauerhafte und zukunftsfähige Beschäftigungsverhältnisse für Migranten in Unternehmen der Branche zu fördern und auszubauen. Die Partner gehen von der Annahme aus, dass eine merkliche Verbesserung der Sprachkompetenzen im Englischen mit einer spürbaren Verbesserung der Beschäftigungschancen einhergeht. Dabei orientieren sich die Anstrengungen von *Includmi* auf die Bereitstellung praxisnaher didaktischer und methodologischer Anleitungen sowie konkreter Hilfestellungen für die

⁴⁴ Es ist bemerkenswert, dass eine 2021 durchgeführte Befragung unter Managern und ausländischen Angestellten in 5-Sterne-Hotels im touristischen Gravitationszentrum Antalya eindeutig festhält, dass der wesentlichste Grund für die Einstellung ausländischer Mitarbeiter ihre Sprachkenntnisse sind: „Undoubtedly, foreign language knowledge is a feature that all employees working in front departments (such as food and beverage, front office) should have at a certain level, not only in the animation department. Therefore at least the hotel managers within the scope of this research have difficulties in finding Turkish personnel who have a good grasp of languages spoken by their guest profiles. In this context, for the young people who want to make a career in the tourism sector in Turkey or are having tourism education of any level, it is recommended to develop their knowledge levels of a foreign language by taking into account the weighted guest profile visiting Turkey.” Erdem, B., Turkmendag, T., Akgoz, E., & Gok, T. (2021), Foreign Workers Employment in the Hotel Industry: Evidence from Five-Star Hotels in Antalya, in: Journal of Tourismology, Nr. 7, S. 48, online abrufbar: <https://doi.org/10.26650/jot.2021.7.1.0002>

⁴⁵ Es ließe sich darüber hinaus ins Feld führen, dass auch in den *back offices*, den Küchen und auf den Hotelfluren mehr und mehr multinational zusammengesetzte Teams die alltägliche Praxis sind. Kenner der Branche gehen davon aus, dass in diesen Fällen sich das Englische als *lingua franca* in diesen Teams durchsetzt.

branchenspezifische Aus- und Fortbildung von Migranten in der englischen Sprache. Die gemeinsame Arbeit führte zu zwei online Publikationen, die vorliegende Broschüre ***CLIL Methodological and Resource Guide for Adult Language Trainers***, die sich an das Lehrpersonal wendet und eine umfangreiche Sammlung von Unterrichtsbeispielen einschließt, und eine weitere Broschüre mit dem Titel ***Methodological Guide for Training Organizations and Employers of Migrants***.

An der Erasmus+ Projektpartnerschaft *Includmi* beteiligen sich sechs Einrichtungen aus Mitgliedsstaaten der EU und Der Türkei. Für 24 Monate arbeiteten Gesellschaft für Inklusion und Soziale Arbeit (Deutschland), Service Civil International Austria (Österreich), Institute de la formation professionnelle en région académique Normandie (Frankreich), Future Focus Ltd (Malta) Asociación de Empresarios Gallegos de Aragón y Riberas del Ebro (Spanien) und İzmit İlçe Millî Eğitim Müdürlüğü (Türkei) zusammen. Diese Einrichtungen unterscheiden sich deutlich in Bezug auf das jeweilige konkrete Arbeitsfeld und institutionelle Arrangement. Ungeachtet dessen lassen sich aus dieser Vielfalt wichtige Synergieeffekte gewinnen, denn die Partner bringen als Einrichtungen der beruflichen Aus- und Weiterbildung, als Sprachschule, als Beratungseinrichtung für Migranten oder Unternehmerverband in der Tourismusbranche jeweils spezifische Kompetenzen und Erfahrungen ein.

Die sehr spezifischen Kompetenzen und Erfahrungen der einzelnen *Includmi* Partner stellten sich im Verlauf der gemeinsamen Arbeit als die wohl wichtigste Voraussetzung für den Erfolg des gemeinsamen Projektes heraus. Das gemeinsame Vorhaben verfolgte nicht schlechthin, die Absicht ein irgendwie aktualisiertes Lehrmaterial „Englisch in der Gastronomie“ oder eine überarbeitete, auf die Tourismusbranche angepasste Anleitung für den Englischunterricht zu verfassen. Die zwischen den Partnern vereinbarte Zielstellung war wesentlich anspruchsvoller, weil sie die Herausforderung annahm, didaktische und methodologische Anleitungen sowie konkreter Hilfestellungen für die branchenspezifische Aus- und Fortbildung von Migranten in der englischen Sprache zu entwickeln, die von der Lebens- und Erfahrungswelt der Migranten aus gedacht sind.

Was verbirgt sich hinter diesem Anspruch? Zunächst einmal geht es darum, die Lebens- und Erfahrungswelt der Migranten nicht auf schmückendes, koloriertes Beiwerk zu begrenzen und/oder oberflächliche interkulturelle Gegebenheiten in die entsprechenden Texte bzw. Unterrichtsbeispiele einzuarbeiten. Vielmehr müssen zwei weitbekannte Tatbestände eine angemessene Beachtung finden, weil das Lernen am stärksten beeinflussen:

1. Migranten weisen eine ordentliche Vielfalt in Bezug auf ihre Bildungsbiografien auf, nicht selten sind sie für die konkrete Tätigkeit „überqualifiziert“ und die

„mitgebrachten“ Bildungsabschlüsse liegen über den Bildungsanforderungen;⁴⁶ wie theoretisch vielfach herausgearbeitet und empirisch nur allzu oft bewiesen wurde, kann eine solche Situation sich sehr positiv auf Lernverhalten und Lernfortschritt auswirken, was es in der Gestaltung der Sprachausbildung zu berücksichtigen gilt (natürlich kann auch der entgegengesetzte Fall durchaus in der Praxis auftreten und die „mitgebrachten“ Bildungsabschlüsse gehen über Grundschulbildung nicht hinaus);

2. die Teilnahme an einer Sprachausbildung im Englischen bedeutet für einen Teil der Migranten, dass diese Maßnahme zusätzlich, vielleicht auch parallel zur Ausbildung in der Sprache des Gastlandes erfolgt und oft dem Erlernen einer dritten, vierten oder fünften Sprache gleichkommt.

Beide Tatbestände fordern dem Lehrpersonal, das mit Migranten in der Sprachausbildung unterrichtet, ein hohes didaktisches Können ab, das sicher über ein „normales“ Maß hinausgeht.

CLIL - die wohl effektivste Methode für das Sprachtraining von Migranten

In der Fremdsprachenausbildung der Mitgliedsstaaten der EU sowie in der Sprachausbildung von Migranten in den jeweiligen Sprachen der Gastländer herrscht eine Vielfalt von methodischen Ansätzen und didaktischen Vorgehensweisen vor. Seit Anfang der 90er Jahre hat sich ein methodisches Paradigma ausgebreitet und gefestigt, der von David Marsh, University of Jyväskylä, Finland, als ***Content and Language Integrated Learning - CLIL*** bezeichnet wurde und „... refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.“⁴⁷ Für einige liegt der Grund für die rasche Ausbreitung von CLIL in seiner „doppelten Zügelführung“, die ein post-modernes, praxisorientiertes Konzept einschließt: „...an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is

⁴⁶ Eine jüngst in der Slowakei durchgeführt empirische Untersuchung kommt zu dem folgenden Schluss und weiß sich dabei eins mit anderen Untersuchungen zur Tourismusindustrie anderer europäischer Ländern älteren Datums: „To sum up, we conclude that migrant hospitality applicants are overqualified for such a work. In spite of an appropriate command of Slovak language and education attained, we hold an opinion that the applicants opt for such a job due to simplicity to enter hospitality labour market and having previous experience.“ Přívara, A., Kiner, A. (2020), Immigrant Employment in the Slovak Hospitality Industry: Profiles, Experience, and Education, in: Journal of Tourism and Services, Nr. 21, S. 178.

⁴⁷ Marsh, D. 2002, Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential, zitiert in: What is CLIL?, online abrufbar: <https://www.teachers-corner.co.uk/what-is-clil/>

not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.“⁴⁸

Für andere stehen dagegen die offensichtlichen Vorteile für die Qualifizierung von erwachsenen Migranten in einem interkulturellen Kontext im Vordergrund, wenn es um die Beurteilung von CLIL geht. In wenigen Worten zusammengefasst können diese wie folgt benannt werden:

- **CLIL hat eine duale Zielführung**

In der Praxis lernen die Auszubildenden die festgelegten Fachinhalte und gleichzeitig eine Fremdsprache. Damit schlägt CLIL gewissermaßen zwei Fliegen mit einer Klappe. Traditionell gibt es in der Berufsausbildung bzw. beruflichen Qualifizierung verschiedene Teilsysteme - allgemeine, berufliche Ausbildung und Sprachausbildung -, die getrennt voneinander organisiert sind. Mit geeigneten Methodik im Unterricht strebt CLIL einen Brückenbau an.

- **CLIL spart Zeit**

Die Möglichkeit das Erlernen von Fachinhalten und einer Fremdsprache miteinander zu verbinden, entspannt im Bildungsalltag einen permanent anzutreffenden Konflikt: zur Verfügung stehende Zeit und gewünschte Inhalte konkurrieren oft miteinander. Im Kontext des *Includmi* Projektes eröffnet sich die Chance, anstatt das Fachwissen für die Tätigkeit in der Tourismusbranche getrennt in der Mehrheitssprache des Gastlandes zu unterrichten, wird dies im Englischunterricht „miterledigt“. Solange dies mit den erforderlichen Fachinhalten abgestimmt und vorbereitet ist, erwerben die Migranten dieselben beruflichen Fachkonzepte und Fähigkeiten, haben aber mehr Zeit für den Kontakt mit der englischen Sprache, was ein entscheidender Faktor für die Entwicklung der sprachlichen Kompetenzen ist.

Dies scheint ein besonderer Pluspunkt für CLIL zu sein, denn Migranten haben wenig Zeit. Sie nur allzu oft darauf angewiesen, ihren Lebensunterhalt möglichst schnell selbst zu verdienen. Darüber hinaus haben die Förderprogramme zu beruflicher Qualifizierung, die sich an Migranten richten, häufig nur eine beschränkte Dauer, was meist nur Kurse von wenigen Wochen oder Monaten erlaubt. Eine formale Ausbildung über zwei oder drei Jahre hinweg sehen die

⁴⁸ Coyle, D., Hood, P., Marsh, D. 2010, CLIL: Content and Language Integrated Learning, online abrufbar: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

Förderkriterien nicht. Und auch die Unternehmen, die planen, Migranten einzustellen, oder bereits beschäftigte Migranten zu qualifizieren, sind darauf angewiesen, dass ihnen die Arbeitskräfte möglichst kurzfristig zur Verfügung stehen.

- **CLIL verändert die pädagogische Praxis**

Die Sicherstellung, dass die Auszubildenden den Fachinhalt verstehen und assimilieren, erfordert deutliche Veränderungen in der Unterrichtspraxis. CLIL ist eindeutig *content driven*, der zu vermittelnde fachliche Inhalt bestimmt wesentlich, was die zu erlernenden sprachlichen Inhalte sind. Die Einführung von CLIL zieht notwendigerweise derartige „Umbauten“ nach sich, aber im Fall der Qualifizierung von Migranten gilt diese Forderung noch viel dringender:

- die Lehrer müssten ihre tägliche Unterrichtspraxis und das methodische Vorgehen anpassen, um sicherzustellen, dass die Auszubildenden die Inhalte verstehen und in der Regel ist mehr Zeit für weitere Erklärungen der fachlichen Informationen erforderlich, um - bei dem gegebenen Sprachniveau - diese verständlich zu machen;
- die Lehrkräfte könnten den Inhalt nicht einfach "vermitteln" und davon ausgehen, dass ihre Zuhörer ihn verstanden haben. Eine breite Palette von pädagogischen Mitteln sollten den Schwerpunkt des Lernens stärker auf die beruflichen Fachkonzepte und Fähigkeiten richten;
- die verwendeten Unterrichtsmaterialien (siehe Anhang) müssten die doppelte Zielstellung klar widerspiegeln, CLIL-Materialien müssen die Lehrplanthemen in einer Fremdsprache sehr deutlich darstellen. In den gewöhnlichen Sprachkursen für Migranten werden beispielsweise häufig Materialien ausgereicht, die oft aufgrund einer grammatikalischen Fragestellung ausgewählt werden, um die Grammatik oder eine Reihe von grammatikalischen Regeln zu präsentieren und zu üben. CLIL-Materialien hingegen werden aufgrund des Fachinhalts ausgewählt, z. B. häufig wiederkehrende Abläufe in der Hotelrezeption s oder Lebensmittel- und Getränkemanagement;
- die Auszubildenden sollen vornehmlich die berufliche Sprache und das entsprechende Vokabular lernen, die sich stärker auf den zu erlernenden Fachinhalt konzentriert und mit diesem in Verbindung steht.

- **CLIL stärkt die Motivation der Auszubildenden**

In einer Publikation, die sich an Praktiker in Schule und Ausbildung wendet, wird etwas apodiktisch festgestellt, dass CLIL den Appetit aufs Lernen anregt. Die

angeführten Argumente sind dabei so überzeugend, dass es sich lohnt, diese in ihrem ganzen Umfang wiederzugeben:

- “It provides reasons for learning and improving the foreign language level, because the understanding of the subject content is compulsory.
- It focuses on and assesses the subject content, so the learner is not being assessed on his/her mastery of the Past Simple (for example) but rather his/her ability to use it in the appropriate places.
- It gives students a feeling of real achievement. They are coping with, and talking and writing about, complex material in the foreign language.
- They are not being asked to discuss 'vox-pop' content as in standard language learning textbooks (Pop Stars, Global Warming, My Favourite Auntie) - where the content is used as a slave to illustrate a certain language structure - but because the content is important in itself. In CLIL there is a chance that they are being asked their opinions because the expression of opinions (for example) is a key competence in the syllabus content.”⁴⁹

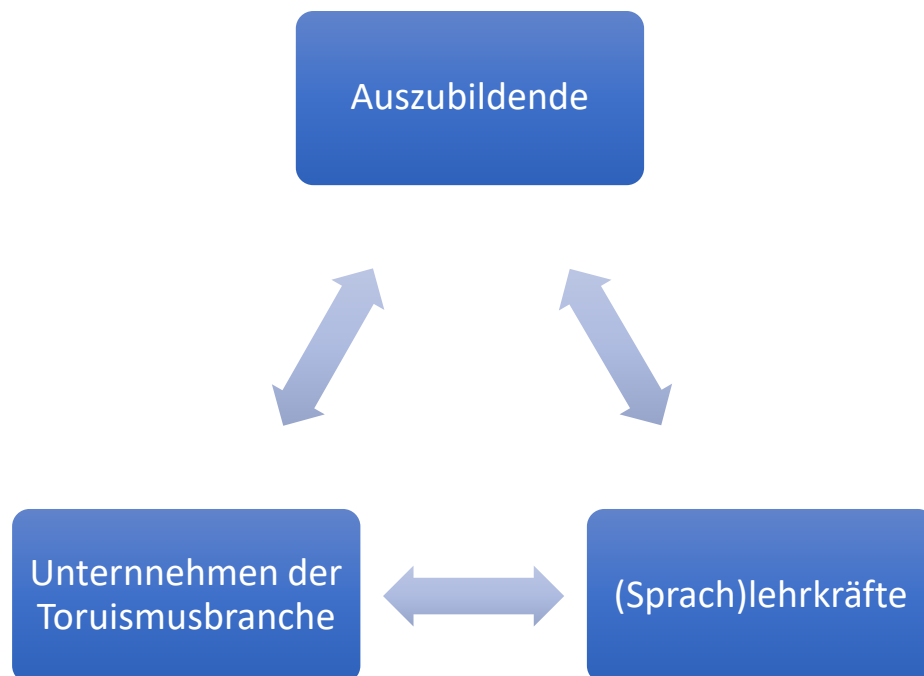
Wo viel Licht ist, da ist auch Schatten. Und auch CLIL setzt diese Volksweisheit nicht außer Kraft. So weisen Kritiker daraufhin, dass der Anspruch, berufliches Fachwissen und gleichzeitig eine Fremdsprache zu vermitteln, im Kontext beruflicher Aus- und Fortbildung schwer umzusetzen ist, denn so banal es auch klingen mag, die Vermittlung von fachlichen Inhalten erfordert immer Sprache, und die Vermittlung von Sprache erfordert immer fachliche Inhalte. Tatsächlich kann im Alltag der Ausbildungsstätten der CLIL-Ansatz in zweifacher Hinsicht aus der Bahngeworfen werden: Fachlehrkräfte, die ihren Unterricht in einer Fremdsprache abhalten müssen, konzentrieren sich häufig auf dem fachlichen Inhalt, während sprachliche Interaktion und Kommunikation auf ein Minimum reduziert werden. Gleichzeitig besteht die Gefahr, dass die bis dato angeeigneten Fremdsprachenkenntnisse bei allen Auszubildenden oder einem Teil von ihnen noch unzureichend sind, um die Fachinformationen voll umfänglich aufzunehmen. Fremdsprachenlehrer dagegen tendieren dazu, die vermittelten fachlichen Kenntnisse in ihren Detailreichtum einzuschränken und in Bezug auf Praxisrelevanz nicht immer den „richtigen Ton“ zu treffen.

Eine Hilfestellung zur Überwindung dieser möglichen Schwachstellen in der CLIL-Praxis geben die Ergebnisse des *Includmi*-Projektes fachliche Hinweise und konkrete

⁴⁹ Ball, P., What is CLIL?, online abrufbar: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>

Anleitungen. Um diese Hinweise richtig einzuordnen und möglichst effektiv einzusetzen, scheint es angebracht, ein Blick auf das Konzept der **Learning Community** zu werfen und die Bedeutung von Vernetzung der unterschiedlichen Akteure und den regelmäßigen, strukturierten Austausch bzw. Feedback zu den Lernergebnissen hervorzuheben. An dieser Stelle werden nur einige Gedanken dazu wiedergegeben und darauf verwiesen, dass in der Broschüre mit dem Titel *Methodological Guide for Training Organizations and Employers of Migrants* ausführlichere Darlegungen und vor allem praktische Hinweise zu finden sind.

Elements of Learning Community



Eine *Learning Community* lässt sich etwas vereinfacht als ein gleichschenkliges Dreieck vorstellen, das durch die Akteure Auszubildende, Lehrkräfte, insbesondere Sprachlehrkräfte, und die interessierten Unternehmen der Tourismusbranche gebildet wird. Sie alle stehen im Idealen Fall in einer aktiven und offenen Wechselbeziehung zu einander.

Aus den bisherigen Erläuterungen zu CLIL wird deutlich, dass das Unterrichten *des* Englischen etwas anderes als das Unterrichten *durch* das Englische ist. Das Unterrichten *des* Englischen verfolgt die „nur“ Absicht die sprachlichen Kompetenzen in der

englischen Sprache zu entwickeln. Aber das Unterrichten von **durch** das Englische erfordert Methoden und didaktische Aktivitäten, die es erlauben, so erfolgreich wie möglich sowohl den fachlichen Inhalt als auch die berufliche Sprache zu vermitteln. Daher liegt der Schlüssel zum Lernerfolg bei der Qualifizierung von Migranten für die unterschiedlichen Tätigkeiten in der Tourismusbranche in der Authentizität und Relevanz der vermittelten Inhalte und verwendeten Materialien.

Dieser Imperativ von Authentizität und Relevanz macht es den Lehrkräften keineswegs leicht und, wie es Morgado und Coelho ausdrücken, "... makes it even more threatening to educational environments ..."⁵⁰ Und in seinen Artikel, der sich an Praktiker wendet, schlägt Ball gewissermaßen in die gleiche Kerbe: „Since all educational practice, be it an activity, a series of activities or a teaching unit, requires the operational framework of a clear outcome objective, how will the language teacher describe the incorporation of 'more conceptual content' into his/her lessons? Since the language teacher's objectives remain exclusively linguistic, how can the other content aims be included in order that they might be assessed? If the content aims are not assessed as the outcome objectives (as they are by the subject teacher), then the approach is unlikely to either interest or convince students... Language teachers rarely possess the time or the expertise to carry out the above, and even if they did, the 'how' of such collaboration above needs to be more clearly stated. The incorporation of subject discourse into a language syllabus is a complex and time-consuming operation, but this is not to dismiss the possibility that it may well represent the future of language teaching."⁵¹

Die vorliegende Broschüre und die im Anhang veröffentlichten Unterrichtsbeispiele wenden sich an jene Sprachlehrkräfte, die Migranten in und für die Tourismusbranche unterrichten, und streben an, die bei der Überwindung gewisser Unsicherheiten zu unterstützen. Dies kann jedoch nicht mehr als ein Wegweiser sein, den ein realer Zuwachs an Kompetenzen, sowohl in Bezug auf das Fachwissen als auch auf die Sprachkenntnis, ergibt sich aus der Vernetzung der Lehrkräfte und mit den Unternehmen der Tourismusbranche. Mit aller Deutlichkeit muss unterstrichen werden, dass ohne diese Vernetzung der Unterricht hauptsächlich nur ein „Englischunterricht“ bleibt, zwar gute Sprachkenntnisse bei den teilnehmenden Auszubildenden entwickeln kann, aber hinsichtlich der Beherrschung der fachlichen Kenntnisse und Fähigkeiten weit hinter den Möglichkeiten zurück bleibt.

⁵⁰ Zitiert in: Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 65, online verfügbar: <http://hdl.handle.net/10400.26/19731>

⁵¹ Ball, P. Defining CLIL parameters, online verfügbar: <https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

Bei den CLIL-Lehr- und Lernmaterialien sollte es sich entweder um vorhandene authentische Dokumente aus der Praxis der Tourismusbranche (oder um für den Unterricht unter Berücksichtigung des Grades der Sprachbeherrschung adaptierte Materialien) handeln, die in einer Vielzahl von Medien und Formaten vorliegen und die auf die spezifischen inhaltlichen und sprachlichen Ziele abgestimmt sind. Aus den bisher vorliegenden Erfahrungen lässt sich weiterhin ableiten, dass „...appropriate CLIL materials should meet these other specific characteristics:

- *meaningful, challenging, and authentic*, based on paper support and/or video clips, Flash-animations, web quests, podcasts, infographs, and/or other interactive materials on English language websites;
- *multi-modal input* that allows for the presentation of subject specific matters in a multiplicity of ways (maps, diagrams, etc.) and thus creates a diversified teaching environment;
- different learning styles and multiple intelligences are taken into account;
- visual literacy is promoted to better enable a deeper understanding of the specific content and competences and better illustrate and clarify complex matters presented in English.”⁵²

Wie in jedem anderen Unterricht auch, müssen die Lehrkräfte, die Migranten in und/oder für die Tourismusbranche in der englischen Sprache aus der Basis von CLIL unterrichten, Lehr- und Lernmaterialien finden oder erstellen, die in Inhalt und sprachlichen Anforderungen den Unterrichtszielen und den Niveau der Lernenden entsprechen. Wie zahlreiche Untersuchungen belegen, findet sich hier eine der wesentlichen Schwierigkeiten für die Implementierung von CLIL. Unter der Bedingung, dass möglichst *meaningful, challenging, and authentic* Materialien verwendet werden, liegt die Herausforderung und die Verantwortung der Lehrkräfte auf der Hand, denn es geht um Materialien, die die Unterrichtsführung unterstützen und ermöglichen die Erreichung der Lernziele, ohne weder die Komplexität der fachlichen Sachverhalte zu reduzieren noch den Rhythmus des Lernprozesses zu verlangsamen. An dieser Stelle kommt erneut die Bedeutung der Vernetzung, wie sie bereits angesprochen, ins Spiel, denn sie kann wesentlich dazu beitragen entsprechende, geeignete Materialien zur Verfügung zu stellen und angesichts der eventuellen Komplexität der Sprache, diese Materialien mit Anweisungen bzw. Erläuterungen versehen und die Lehrkräfte mit den notwendigen fachlichen Wissen zu den unterschiedlichen Tätigkeitsmerkmalen und Anforderungen in der Tourismusbranche auszustatten .

⁵² Morgado, M. et al., 2015, CLIL Training Guide Creating a CLIL Learning Community in Higher Education, s. 31, online verfügbar: <http://hdl.handle.net/10400.22/17933>

Rückblicken auf mehr als zwanzig Jahren der intensiven Debatte zum pädagogisch-didaktischen Innovationspotenzial von CLIL und zu den Erfahrungen, die Pioniere in der Praxis von Schulen und Ausbildungsstätten gemacht haben, stellen sich immer noch und stets aufs neue kritische Fragen. Daher ist es nicht verwunderlich, dass in Ländern Europas sowohl Akademiker wie Praktiker gleichermaßen um Weiterentwicklung und effektive Unterstützung der Unterrichtsgestaltung bemüht sind. Besonders hervorzuheben sind in diesem Ensemble die Initiativen des *European Centre for Modern Languages of the Council of Europe* und der dort “beheimateten” *Graz Group*. Ungeachtet der Bandbreite von wissenschaftlichen Erkenntnissen und zusammengetragenen Erfahrungswissen zeigt sich zunächst in der relativ langen Liste einschlägiger Publikationen ein auffälliger Mangel an praxisorientierten Handbüchern bzw. Anleitungen zu Unterrichtsorganisation, Leistungsbewertung und Materialentwicklung im *CLIL-ing*.⁵³

Ebenso auffallend beim betrachten der europäischen CLIL-Landschaft ist, dass sich verschiedene „Realitäten“ herausgebildet haben. So finden sich *hard core* Varianten von CLIL genauso wie *soft* Varianten. Auf der Grundlage von CLIL wird an Primar- und Sekundarschulen unterrichtet und auch im Hochschulbereich hat CLIL als zukunftsweisende Methode Eingang gefunden. In dieser offensichtlichen Vielfalt des *CLIL-ing* scheint es zwei weiße Flecken zu geben: die berufliche Aus- und Fortbildung für die Tourismusbranche und der (sprachliche) Unterricht von Migranten.

Das Erasmus + Projekt ***Inclusion of Migrants by Qualified Occupation in the Tourism Industry*** strebt an, diesen Flecken etwas Farbe zu geben. Dies ist jedoch nur ein erster Versuch den Lehrkräften in diesen Bereichen eine konkrete Unterstützung zu geben. Daher setzen sich gern der kollegialen Kritik aus und sind für alle Hinweise dankbar.

⁵³ Eine der wenigen Veröffentlichungen, die sich ausdrücklich die Aufgabe stellt, praxisorientierte Anleitungen zu Unterrichtsorganisation, Leistungsbewertung und Materialentwicklung zu geben, ist online verfügbare Handbuch *CLIL implementation with pools of resources for teachers, students, and pupils*. Dieses im Rahmen eines europäischen Projektes entstandene Handbuch liegt, außer in englischer Sprache, auch in verschiedenen andere Sprachen vor und ist online verfügbar: <https://languages.dk/clil4u/>

Minghajrhom, il-kċina tibqa' kiesha u s-sodod jibqghu mhux magħmula....

Dan il-kliem konċiż jenfasizza l-importanza tal-ħaddiema migranti fl-industrija tat-turiżmu madwar l-Ewropa. Minkejja d-differenzi reġjonali, dan is-settur ilu snin jissielet kontra n-nuqqas dejjem jikber ta' ħaddiema tas-sengħa.

Skont s'ħarriġ reċenti mill-assoċjazzjoni professjonali tal-industrija tat-turiżmu Ġermaniża (DEHOGA), f'Ġunju 2022 aktar minn 60% tan-negozji Ġermaniżi tal-lukandi jew tar-ristoranti kienu qed ifittxu impjegati kwalifikati kif ukoll persunal awżiljarju. Id-dejta tissuggerixxi, li l-pandemija tal-covid aggravat din is-sitwazzjoni prekarja.⁵⁴ Madankollu, anke lil hinn mill-pandemija, in-nuqqas ta' ħaddiema tas-sengħa fl-industrija tat-turiżmu kien problema ewlenija għal snin sħaħ.⁵⁵

⁵⁴ Għal ħafna snin – anke qabel il-korona-pandemija – l-esperti ilhom jenfasizzaw il-ħtieġa ta' "inizjattiva ta' kwalifika" fi ħdan l-industrija tat-turiżmu:

"L-edukaturi tat-turiżmu tas-seklu wieħed u għoxrin u dawk li qed ifittxu karriera qed jiffaċċjaw sfidi ġodda: minħabba n-natura dinamika u kumplessa tal-industrija tat-turiżmu kontemporanja, l-istudenti jridu jkunu mgħammra b'ħiliet rilevanti għall-industrija għad-deċennji li ġejjin, bħall-komunikazzjoni interkulturali u relazzjonali; tmexxija; responsabbiltà; u sett ta' ħiliet speċifiċi għall-qasam ibbażat fuq il-kontenut/kuntest, jiġifieri fl-ICT. Domanda bla preċedent għal dawn il-ħiliet seħħet f'konformità mal-bidliet fit-teknoloġija u fit-tipi ta' xogħol mistennija mill-forza tax-xogħol emergenti. It-teknoloġiji ġodda u innovattivi u l-impatt tal-globalizzazzjoni flimkien mal-aspettattivi tal-konsumatur li qed jevolvu kkawżaw bidla sinifikanti kemm fl-industrija tal-lukandi u tat-turiżmu kif ukoll fil-programmi akkademici. Minħabba li l-industrija tkopri firxa diversa ta' servizzi, bħal ikel u xorb, trasport, akkomodazzjoni, arti u divertiment, u qed tkompli tiżdied fil-kumplessità, hemm domanda dejjem tikber għal persunal b'ħiliet għolja li jippossjedi ħiliet interkulturali li jittraxxendu speċifiċi. Ħtiġijiet tas-settur Il-politika tar-riżorsi umani għandha tiffoka fuq it-titjib tal-kwalifiki u l-ħiliet tal-professjonisti, sabiex titjieb il-kwalità tas-servizz li jipprovdu u l-kompetittività tal-offerta turistika ." Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, p. 51, available online: <http://hdl.handle.net/10400.26/19731>

⁵⁵ F'sentejn ta' pandemija, inklużi diversi xhur ta' *lockdown* u xogħol għal żmien qasir, proporzjon kbir ta' impjegati fl-industrija tal-lukandi u l-catering kellhom jorjentaw ruħhom mill-ġdid. Ara: : Joint press release: Associations tackle challenges in the hospitality industry across borders, 28.6.2022,

Fi kważi l-istati membri kollha tal-unjoni Ewropea, dejjem inqas nies huma lesti li jaċċettaw il-kundizzjonijiet tax-xogħol fis-settur tat-turiżmu u l-ospitalità: siġhat tax-xogħol mhux attraenti (filgħodu kmieni, tard filgħaxija, Hdud u festi pubbliċi) kif ukoll il-pagi relattivament baxxi.

Sabiex timla dan il-vojt, l-industrija tat-turiżmu offriet impjegi ta' livell ta' dħul lill-migranti b'mod esplicitu. Għalhekk, madwar l-Ewropa l-industrija tal-ospitalità saret is-settur per eċċellenza għall-integrazzjoni tal-migranti fis- suq tax-xogħol. Huwa diffiċli li ssib dejta preċiża dwar in-numru ta' impjegati b'bijografija ta' migrazzjoni fis-settur tat-turiżmu u l-ospitalità. Dan jista' jkun dovut għall -fatt li jintużaw varjetà ta' kriterji differenti biex jiddefinixxu l-grupp, li jagħmilha diffiċli li tinkiseb komparabbiltà u preċiżjoni tal-istatistika. Il-kompitu li tingabar data affidabbli hija kkumplikata aktar mill-fatt li l-kuntratti tax-xogħol fis-settur tat-turiżmu ħafna drabi huma prekarji u fuq bażi temporanja, mingħajr obbligi ta' rappurtar.

Skont l-uffiċċju tal-istatistika tal-Unjoni Ewropea, 13-il miljun persuna huma impjegati fis-settur tat-turiżmu, li 18% minnhom huma barranin minn pajjiżi oħra tal-UE jew minn dawk li jissejġu “pajjiżi terzi”.⁵⁶ F'xi stati tal-UE, il-perċentwal ta' barranin li jaħdmu f'dan is-settur huwa ferm ogħla minn din il-medja tal-UE. Skont l-istatistika tas-suq tax-xogħol fl-Awstrija, 52% tal-impjegati kollha fin-negozju tal-ospitalità huma barranin (Fi Vjenna, anke 60%, l-aktar mill-Ungerija jew stati membri oħra tal-UE.)⁵⁷ Fil-Ġermanja, l-assoċjazzjoni tal-kummerċ DEHOGA tindika li 35% tal-impjegati kollha fis-settur tat-

Disponibbli onlajn: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=A%5Bbarrieren&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

⁵⁶ Min-naħa l-oħra, l-Uffiċċju tal-Istatistika tal-Unjoni Ewropea jistma l-proporzjon ta' barranin fin-numru totali ta' persuni impjegati fl-industrija tat-turiżmu fl-Estonja, il-Litwanja u r-Rumanija għal inqas minn 3%. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries
Dawn iċ-ċifri ma jirriflettux l-impatt tal-influss ta' refuġjati mill-Ukrajna. Madankollu, wieħed jista' jassumi li proporzjon konsiderevoli minnhom issa bdew jaħdmu fl-industrija tat-turiżmu.

⁵⁷ Kurier : 10.10.2021, disponibbli onlajn: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

turiżmu huma barranin. Il-Kap Eżekuttiv tad-DEHOGA, Ingrid Hartges għustament ssostni, li "m'hemm l-ebda fergħa oħra, li fiha l-proporzjon huwa oġġla." ⁵⁸

Ir-rappreżentanti tal-fergħat, it-trejdunjonisti u x-xjenzati jaqblu li l-impjieg tal-barranin fl-industrija jinvolve wkoll problemi. Minkejja l-perspettivi differenti ħafna tagħhom dwar is-sugġett, l-esperti kollha jirreferu għall-isfidi, li jidher li l-impjieg ta' haddiema barranin. Kundizzjonijiet tax-xogħol prekarji (inkluż impjieg illegali), varjazzjoni għolja, nuqqas ta' kwalifiki għall-impjieg konkret (filwaqt li l-livell ta' edukazzjoni miksub fil-pajjiż ta' oriġini huwa spiss għoli) u livell baxx ta' kompetenza lingwistika huma temi li jergħu jsejtnu fil-biċċa l-kbira tad-diskussjonijiet dwar is-sugġett. Fid-dokumenti ta' strategija korrispondenti tagħhom, l-UE, l-ILO, l-OECD u l-UNWTO ugħwalment jitolbu inizjattivi biex jindirizzaw dawn il-problemi fl-interess tal-vijabbiltà futura u s-sostenibbiltà tal-industrija tat-turiżmu u bil-għan li jinholqu prospettivi effettivi ta' integrazzjoni għall-impjegati migranti. L-avvanz tas-settur tat-turiżmu se jiddependi fuq il-kapaċità tal-industrija li tagħti lill-persunal tagħhom il-kwalifiki meħtieġa għall-provvista ta' servizzi u prodotti ta' kwalità.

Includmi – ċavetta għall-integrazzjoni b'suċċess tal-migranti

F'dawn l-aħħar snin, l-industrija tat-turiżmu holqot eluf u eluf ta' impjieg li offrew lill-migranti l-opportunità li jidhru fis-suq tax-xogħol fil-pajjiżi ospitanti rispettivi tagħhom.

Skont il-projezzjonijiet tas-suq, is-settur tat-turiżmu se jkompli jiddependi fuq haddiema barranin fil-futur, filwaqt li l-proporzjon ta' haddiema migranti x'aktarx li jizdied aktar. Paradossalment, iż-żieda fir-rata ta' impjieg tal-migranti ma solviet l-ebda problema strutturali tas-settur. Filwaqt li l-industrija qed tbat minn nuqqas ta' hili, il-migranti għadhom ingaġġati primarjament biex jaħdmu f'impjieg bla sengħa u huma l-aktar impjegati fuq bażi temporanja jew part-time. Għalhekk id-domanda dejjem aktar urġenti għal persunal ikkwalifikat fl-industrija tal-lukandi u l-catering mhijiex sodisfatta. Barra

⁵⁸ Stqarrija għall-istampa kongunta: L-assoċjazzjonijiet jindirizzaw l-isfidi fl-industrija tal-ospitalità bejn il-fruntieri, 28.6.2022, disponibbli onlajn: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=Ahhbarijiet&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e23

minn hekk, il-paga komparattivament baxxa ⁵⁹, hafna drabi flimkien ma' kundizzjonijiet tax-xogħol prekarji, huma r-raġunijiet deċiżivi għaliex l-aspettattivi ta' parti kbira tal-impjegati barranin ma jiġux sodisfatti fit-tul. Il-fatturat għoli tax-xogħol li jipprevali fis-settur tat-turiżmu huwa għalhekk saħansitra aktar aggravat, aktar milli jitnaqqas.

Il-proġett Erasmus + *Inclusion of Migrants by Qualified Occupation in the Tourism Industry - Includmi* jeżamina l-komplessità tal-problemi li jinqalgħu f'dan il-kuntest. Il-proġett għandu l-għan li jipprovdi bażi aktar sostenibbli għall-impjiegi tal-migranti u jippromwovi pagi ġusti. Approċċ ewlieni biex jintlaħaq dan l-għan huwa t-taħriġ ta' kwalifika u kompetenza. Il-kontribuzzjoni preżenti se turi u tiċċara l-għan tal-proġett *Includmi*.

Skont l-UNWTO ⁶⁰ - fis-snin li wasslu għall-pandemija tal-COVID-19 - il-pajjiżi Ewropej raw żieda kostanti fin-numru ta' dahliet għal skopijiet turistiċi. Fl-2019, in-numru ta' entrati tela' għal total ta' 744 miljun. Id-dejta li ġejja giet trażmessa mill-pajjiżi tal-orijini tal-istituzzjonijiet li jappartjenu lill- *Includmi* shubija tal-proġett:

Pajjiż	Numru ta' Dahliet għal Għanijiet Turistiċi 2019, Miljuni
L-Awstrija	22,7
Franza	90,9
il-Ġermanja	35,2
Malta	2,8
Spanja	83,5
Turkija _	51,2

⁵⁹ Pereżempju, il-paga medja fis-siegħa fl-UE fl-2018 kienet ta' madwar €15.7, filwaqt li fl-industrija tal-lukandi thallu biss €11.0 fis-siegħa. Skont l-istatistika, din id-differenza kienet partikolarment notevoli fil-Ġermanja (paga medja fis-siegħa meta mqabbla mal-ekonomija totali €20.20 u €12.50 fl-industrija tal-lukandi) u fl-Awstrija (paga medja fis-siegħa meta mqabbla mal-ekonomija kollha kemm hi: €17.80 u €11.60 fl-industrija tal-lukandi).

siehe: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

⁶⁰ Ara: <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>

Id-dejta statistika turi li l-biċċa l-kbira tat-turisti li jidhlu ġejjin minn ġewwa l-Ewropa: fit-Turkija 78% u fi Spanja 91% tal-viżitaturi kollha ġejjin minn pajjiż Ewropew iehor. Madankollu, abbażi ta' statistika rilevanti, ma tista' ssir l-ebda affermazzjoni dwar il-grad sa fejn dawn it-turisti huma fil-kmand tal-lingwa nazzjonali tal-pajjiż miżjur jew liema lingwi oħra jużaw biex jikkomunikaw. Madankollu, il-konsegwenzi lingwistiċi tal-globalizzazzjoni qed isiru dejjem aktar evidenti u m'hemmx dubju li l-għarfien ta' diversi lingwi barranin u s-sensittività interkulturali saru rekwiżiti bażiċi għal komunikazzjoni ta' suċċess fl-industrija tat-turiżmu.

Madankollu, ħafna dokumenti uffiċjali oħra tal-UE jiddiskutu b'mod espliċitu l-importanza tal-lingwa Ingliża għall-iskambju ekonomiku u soċjali. Sa mill-2015, il-Kummissjoni Ewropea enfasizzat b'ċarezza inekwivoka fid-dokument 'Studju dwar il-Profiċjenza u l-Impjegabbiltà tal-Lingwa Barranija': "L-Ingliż huwa bil-bosta l-aktar lingwa importanti fil-kummerċ internazzjonali u l-provvista ta' servizzi."⁶¹ Fid-dawl tal-bidliet ekonomiċi u soċjali li jirriżultaw mill-avvanz tal-Internet u t-tixrid simultanju tal-globalizzazzjoni, l-Ingliż m'għadux ipprezentat bħala lingwa - f'sens klassiku u edukat tal-klassi tan-nofs - iżda bħala kompetenza ewlenija. Għalhekk, il-premessa bażika tal-proġett tagħna li l-lingwa Ingliża għandha rwol ċentrali speċifikament fl-industrija tat-turiżmu mhijiex meraviljuża wisq.⁶² Għalhekk, l-għarfien tal-lingwa Ingliża huwa rekwiżit bażiku għall-ħolqien ta' ambjent tax-xogħol sikur. Għal dawk l-impjegati li huma

⁶¹ Kummissjoni Ewropea, Direttorat Ġenerali għall-Impjiegi, Affarijiet Soċjali u Inkluzjoni, Humburg, M., Beadle, S., Smith, R., et al., *Study on foreign language proficiency and employability: final report*, Uffiċċju tal-Pubblikazzjonijiet, 2017, disponibbli onlajn: <https://data.europa.eu/doi/10.2767/908131>

⁶² Stharriġ li sar fl-2021 fost il-manijers u l-impjegati barranin f'lukandi ta' 5 stilel fiċ-ċentru gravitazzjonali turistiku ta' Antalya jikkonkludi b'mod ċar li l-iktar raġuni sinifikanti għall-kiri ta' impjegati barranin hija l-ħiliet lingwistiċi tagħhom: "Bla dubju, l-għarfien tal-lingwa barranija huwa karatteristika li l-impjegati kollha . Xogħol f'dipartimenti ta' quddiem (bħal ikel u xorb, front office) għandu jkollu f'ċertu livell, mhux biss fid-dipartiment tal-animazzjoni. Għalhekk mill-inqas il-manijers tal-lukandi fl-ambitu ta' din ir-riċerka għandhom diffikultajiet biex isibu persunal Tork li għandu ħakma tajba tal-lingwi mitkellma mill-profil tal-mistednin tagħhom. F'dan il-kuntest, għaż-żgħażaġh li jridu jagħmlu karriera fis-settur tat-turiżmu fit-Turkija jew qed ikollhom edukazzjoni turistika ta' kwalunkwe livell, huwa rakkomandat li jiżviluppaw il-livelli ta' għarfien tagħhom ta' lingwa barranija billi jittiehed kont tal-profil tal-mistednen peżat li jżuru. Turkija." Erdem, B., Turkmendag, T., Akgöz, E., & Gök, T. (2021), Foreign Workers Employment in the Hotel Industry: Evidence from Five-Star Hotels in Antalya, in: *Journal of Tourismology*, Nr. 7, S. 48, disponibbli onlajn: <https://doi.org/10.26650/jot.2021.7.1.0002>

f'kuntatt dirett mal-klijenti, huwa wkoll prerekwizit biex tiġi żgurata kwalità ta' servizz għolja.⁶³

Għal din il-konklużjoni qed jaslu wkoll aktar u aktar rappreżentanti tal-industrija tat-turiżmu. In-nuqqas akut ta' haddiema fl-industrija tal-catering u tal-lukandi wassal għal kompetizzjoni qawwija fost in-negozji biex isibu haddiema. Saret kwistjoni ta' sopravivenza ekonomika li jiġu żviluppati strateġiji ta' impjieg fit-tul li jmorru lil hinn mis-sempliċi reklutaġġ ta' haddiema semi- jew bla sengħa. Għall-kumpaniji fl-industrija tat-turiżmu, huwa aktar importanti minn qatt qabel li jinholqu kundizzjonijiet tax-xogħol ġusti u li joffru lill-impjegati tagħhom – speċjalment dawk bi sfond ta' migrazzjoni – opportunitajiet edukattivi biex ikomplu l-iżvilupp professjonali tagħhom u biex jippromwovu firxa wiesgħa ta' opportunitajiet ta' karriera. L-għan tal-proġett transnazzjonali Erasmus+ *Includmi* huwa li jagħti kontribut għal din l-impriza.

Il-proġett ifittex li jappoġġa lill-partijiet interessati fl-industrija tat-turiżmu, ċentri ta' taħriġ u aġenziji ta' konsultazzjoni fl-isforzi tagħhom biex jippromwovu u jespandu relazzjonijiet ta' impjieg ġusti, sostenibbli u fit-tul għall-migranti fi hdan l-industrija. Il-proġett tagħna jaħdem fuq is-suppożizzjoni li għall-migranti, it-titjib tal-ħiliet tal-lingwa Ingliża se jimxi id f'id ma' zieda sinifikanti fl-opportunitajiet ta' impjieg. *Includmi* jipprovdi għodod didattiċi u metodoloġiċi prattiċi, kif ukoll assistenza konkreta għat-taħriġ professjonali speċifiku għas-settur tal-migranti fil-lingwa Ingliża. Il- hídma kongunta ta' shubija rriżultat f'żewġ pubblikazzjonijiet onlajn. Il-manwal preżenti **CLIL Gwida Metodoloġika u Riżorsi għal Trainers tal-Lingwa Għall-Adulti** huwa indirizzat lill-għalliema u jinkludi gabra estensiva ta' eżempji edukattivi. It-tieni pubblikazzjoni hija intitolata **Gwida Metodoloġika għal Organizzazzjonijiet ta' Taħriġ u Min Ihaddem il-Migranti**.

Il-proġett Erasmus+ *Includmi* jikkonsisti f'sitt istituzzjonijiet mill-UE u t-Turkija li kkooperaw għal 24 xahar. Organizzazzjonijiet parteċipanti huma: Soċjetà għall-Inklużjoni u Hídma Soċjali (Ġermanja), Service Civil International Austria (l-Awstrija),

⁶³ Jista' jiġi argumentat ukoll li aktar u aktar timijiet multinazzjonali qed isiru parti mill-prattika ta' kuljum fil- *back offices*, il-kċejjen u l-kurituri tal-lukandi. Esperti fil-qasam jassumu li f'dawn il-każijiet l-Ingliż se jipprevali bħala *l-lingwa franca* f'dawn it-timijiet.

Institute de la Formation Professionnelle en Region Académique Normandie (Franza), Future Focus Ltd (Malta), Asociación de Empresarios Gallegos de Aragón y Riberas del Ebro (Spanja) u İzmit İlçe Millî Eğitim Müdürlüğü (it-Turkija). Dawn l-organizzazzjonijiet ivarjaw b'mod sinifikanti fir-rigward tal-qasam tax-xogħol rispettiv tagħhom u l-arrangament istituzzjonali. Minkejja dawn id-differenzi, inkisbu effetti ta' sinerġija importanti minn din id-diversità. Ġej minn varjetà ta' sfondi professjonali u oqsma ta' kompetenza, kull sieħeb seta' jikkontribwixxi riżorsi u ħiliet speċifiċi. *Includmi* tikkonsisti f'istituzzjonijiet li jispeċjalizzaw f'taħriġ vokazzjonali u professjonali, skola tal-lingwa, ċentri ta' konsulenza għall-migranti u assoċjazzjoni intraprenditorjali fl-industrija tat-turiżmu. L-imsieħba individwali tal-proġett kull wieħed gabu l-esperjenza professjonali tagħhom għall-proġett.

L-orizzonti differenti tal-esperjenza u l-varjetà tal-ħiliet tal-individwu *L-imsieħba ta' Includmi* wrew li huma l-aktar assi importanti għall-proġett kongunt. Mill-bidu nett, il-proġett ma kienx semplicement maħsub biex joħloq materjali ta' taġħlim aġġornati “L-Ingliš fil-gastronomija” jew xi gwida riveduta għal-lezzjonijiet tal-Ingliš adattati għall-industrija tat-turiżmu. L-oġettiv miftiehem bejn l-imsieħba kien ħafna aktar ambizzjuż: Il-proġett aċċetta l-isfida tal-iżvilupp ta' materjali didattiċi u metodoloġiċi kif ukoll appoġġ konkret għat-taħriġ speċifiku għas-settur fil-lingwa Ingliża, speċifikament mill-perspettiva tal-migranti u fl-isfond tagħhom htigijiet edukattivi speċifiċi.

X'hemm wara din it-talba? L-ewwel, huwa importanti li l-orizzont tal-esperjenza tal-migranti u d-dinja tal-ħajja konkreta tagħhom ma jiġux trattati bħala aċċessorji ornamental, b'ħafna kuluri u/jew li jiġu inkorporati fatti interkulturali superfiċjali fit-testi korrispondenti jew eżempji ta' taġħlim. Pjuttost, għandhom jitqiesu żewġ aspetti li għandhom impatt qawwi fuq it-taġħlim:

1. Rigward il-bijografiji edukattivi tagħhom, il-migranti ġejjin minn sfondi differenti ħafna. Ħafna drabi, huma "ikkwalifikati żżejjed" u l-kwalifiki edukattivi li "iġibu magħhom" huma oġġla mir-rekwiżiti edukattivi għall-impjieg rispettiv.⁶⁴

⁶⁴ Studju empiriku reċenti li sar fis-Slovakkja jasal għall-konkluzjoni li ġejja, li hija riflessa wkoll fi studji oħra dwar l-industrija tat-turiżmu ta' pajjiżi Ewropej anjani oħra: “Fis-sommarju, nikkonkludu li applikanti migranti għall-ospitalità huma kwalifikati żżejjed għal xogħol bħal dan. Minkejja l-għarfien xieraq tal-lingwa Slovakka u l-edukazzjoni miksuba, aħna tal-fehma li l-applikanti jagħzlu impjieg bħal dan minħabba s-semplikità biex jidhlu fis-suq tax-xogħol tal-ospitalità u li għandhom esperjenza preċedenti.” Přívara, A.,

Kemm it-teorija kif ukoll id-dejta empirika jappoġġaw it-talba, li dawn iċ-ċirkostanzi jista' jkollhom effett pożittiv ħafna fuq l-imġiba tat-tagħlim u l-progress tat-tagħlim. Il-livell edukattiv irid jitqies meta jitfasslu taħriġ fil-lingwa. (Madankollu, huwa importanti li wieħed iżomm f'moħħu li l-kuntrarju jista' jkun il-każ ukoll: F'xi każijiet il -kwalifiki edukattivi miksuba f'pajjiżhom ma jmorru lil hinn mill-edukazzjoni tal-iskola primarja).

2. Għall-migranti, il-partecipazzjoni fit-taħriġ tal-lingwa Ingliża, ħafna drabi tinvolvi sforz ta' tagħlim żejjed. Peress li dan it-taħriġ isir flimkien, forsi anke b'mod parallel, mat-taħriġ fil-lingwa tal-pajjiż ospitanti. It-tagħlim tal-Ingliż f'dan il-kuntest huwa spiss ekwivalenti għat-tagħlim tat-tielet, ir-raba' jew il-ħames lingwa.

Dawn iċ-ċirkostanzi speċifiċi jitolbu livell għoli ta' ħila didattika mill-persunal tal-għalliema li jaħdem mal-migranti, li ċertament imur lil hinn mil-livell "normali".

CLIL - probabbilment l-aktar metodu effettiv għat-taħriġ tal-lingwa tal-migranti
Fil-qasam tat-taħriġ tal-lingwi barranin tal-istati membri tal-UE, kif ukoll it-taħriġ tal-lingwi għall-migranti fil-lingwi rispettivi tal-pajjiżi ospitanti tagħhom, hemm varjetà ta' approċċi metodoloġiċi u approċċi didattiċi.

Sa mill-bidu tad-disgħinijiet, ħarġet paradigma metodoloġika u kkonsolidat ruħha. Tagħlim Integrat tal-Kontenut u tal-Lingwa – CLIL, kif David Marsh, Università ta' Jyväskylä, il-Finlandja, isejjaħ din il-metodoloġija "... tirreferi għal sitwazzjonijiet fejn is-suġġetti, jew partijiet minn suġġetti, jiġu mgħallma permezz ta' lingwa barranija b'għanijiet doppji, jiġifieri it-tagħlim tal-kontenut u t-tagħlim simultanju ta' lingwa barranija." ⁶⁵ Għal xi whud, ir-raġuni għall-popolarità tal-CLIL hija "t-tmexxija doppja" tagħha, li tinkludi kunċett postmodern, orjentat lejn il-prattika, fejn: "... tintuża lingwa addizzjonali għat-tagħlim u t-tagħlim kemm tal-kontenut kif ukoll tal-lingwa. . Jiġifieri, fil-proċess tat-tagħlim u t-tagħlim, hemm enfasi mhux biss fuq il-kontenut, u mhux biss

Kiner, A. (2020), Immigrant Employment in the Slovak Hospitality Industry: Profiles, Experience, and Education, in: Journal of Tourism and Services, Nr. 21 , S. 178.

⁶⁵ Marsh, D. 2002, Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential , ikkwotat fi: What is CLIL?, disponibbli onlajn: <https://www.teachers-corner.co.uk/what-is-clil/>

fuq il-lingwa. Kull wiehed huwa minsuġ, anke jekk l-enfasi tkun akbar fuq wiehed jew l-iehor f'hin partikolari. CLIL mhix forma ġdida ta' edukazzjoni tal-lingwa. Mhijiex forma ġdida ta' edukazzjoni tas-suġġetti. Hija fużjoni innovattiva tat-tnejn." ⁶⁶

Kummentaturi oħra jenfasizzaw il-vantaġġi ovvjji tal-iskjerament tas-CLIL fit-taħriġ tal-lingwa għal migranti adulti f'kuntest interkulturali, li jistgħu jingabru fil-qosor kif ġej:

- **CLIL għandu għan doppju**

Fil-prattika, l-apprendisti jitgħallmu kontenut ta' suġġett partikolari u lingwa barranija fl-istess hin. B'xi mod, CLIL joqtol żewġ għasafar b'gebla waħda. Tradizzjonalment, hemm sottosistemi differenti fit-taħriġ vokazzjonali jew fil-kwalifika vokazzjonali – taħriġ ġenerali, taħriġ vokazzjonali u taħriġ lingwistiku – li huma organizzati indipendentement minn xulxin. CLIL jistinka biex jibni pontijiet b'metodi ta' tagħlim adattati.

- **CLIL jiffranka l-hin**

Il-possibbiltà li tgħaqqad l-istudju ta' kontenut speċjalizzat mal-akkwist ta' lingwa barranija teħles kunflitt li huwa pjuttost komuni fil-hajja edukattiva ta' kuljum: il-hin tal-lezzjonijiet disponibbli u l-għan ta' tagħlim aspirat spiss jikkompetu ma' xulxin. Minflok tgħallim il-kontenut tas-suġġett meħtieġ biex taħdem fl-industrija tat-turiżmu fil-lingwa maġġuri tal-pajjiż ospitanti separatament, CLIL joffri l-possibbiltà li jinkiseb dan l-għarfien fil-kuntest tal-lezzjoni tal-Ingliż stess. Sakemm dan ikun ippreparat sew u adattat għall-kontenut tekniku meħtieġ, l-istudenti jiksibu l-istess kunċetti u hiliet tekniċi professjonali, iżda għandhom aktar hin għall-espożizzjoni għall-lingwa Ingliża, li hija fattur kruċjali għall-iżvilupp tal-hiliet lingwistiċi. Mill-perspettiva tal-migranti, l-iffrankar tal-hin jidher li huwa vantaġġ partikolari tal-metodu CLIL. Il-migranti jinsabu taħt pressjoni ekonomika estrema biex jaqilgħu l-għajxien tagħhom kemm jista' jkun malajr. Barra minn hekk, il-programmi ta' appoġġ għall-migranti biex jiksibu kwalifiki professjonali, ħafna drabi jkollhom tul ta' żmien limitat biss. Il-klassijiet

⁶⁶ Coyle, D., Hood, P., Marsh, D. 2010, CLIL: Content and Language Integrated Learning, disponibbli onlajn: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

normalment iservu biss għal ftit ġimgħat jew xhur. Programmi ta' finanzjament ma jipprovdux taħriġ formali li jdum sentejn jew tlieta. Fl-aħħar nett, il-kumpaniji li jimpjegaw migranti jew li jharrġu impjegati migranti fuq ix-xogħol, huma wkoll ippressati għal żmien, peress li huma dipendenti fuq id-disponibbiltà rapida tal-forza tax-xogħol.

• **CLIL ibiddel il-prattika pedagoġika**

Biex jiġi żgurat li l-apprendisti jifhmu u jassimilaw is-suġġett, huma meħtieġa bidliet sinifikanti fil-prattika fil-klassi. CLIL huwa mmexxi b'mod ċar mill-kontenut, il-kontenut tekniku mwassal essenzjalment jiddetermina l-kontenut tal-lingwa tal-lezzjoni. L-introduzzjoni tas-CLIL neċessarjament tinvolvi tali "konverżjonijiet", iżda fil-każ tal-kwalifika tal-migranti dan ir-rekwiżit huwa saħansitra aktar urġenti:

- o L-għalliema tal-lingwi jeħtieġ li jadattaw il-prattiki u l-metodoloġiji tagħhom ta' tagħlim ta' kuljum biex jiżguraw li l-apprendisti jifhmu wkoll il-kontenut. Huwa meħtieġ aktar ħin għal aktar spjegazzjoni tal-informazzjoni teknika fil-livell partikolari ta' kompetenza lingwistika.

- o L-għalliema ma jistgħux semplicement "jikkunsinnaw" il-kontenut u jassumu li l-udjenza tagħhom fehmitha. Firxa wiesgħa ta' riżorsi pedagoġiċi għandhom jagħmlu enfasi akbar fuq kunċetti u ħiliet professjonali.

- o Il-materjali tat-tagħlim użati (ara l-appendiċi) għandhom jirriflettu b'mod ċar l-għan doppju. Materjali CLIL għandhom jipprezentaw it-temi tal-kurrikulu fil-lingwa barranija b'mod ċar ħafna. Pereżempju, fil-korsijiet tal-lingwa standard il-materjali tat-tagħlim jintgħażlu fuq il-bażi tal-funzjoni lingwistika tagħhom, biex juru u jeżerċitaw regoli grammatikali eċċ. Materjali CLIL – għall-kuntrarju – jintgħażlu primarjament abbażi tal-kontenut tas-suġġett, eż. proċessi rikorrenti ta' spiss fir-riċevimenti tal-lukandi jew ġestjoni tal-ikel u xorb.

o CLIL jiffoka fuq il-kontenut u jirrelata mas-suġġett. L-għan ewlieni huwa li l-apprendisti jitgħallmu l-lingwa professjonali u l-vokabularju korrispondenti.

- **CLIL isaħħaħ il-motivazzjoni tal-apprendisti**

F'pubblikazzjoni mmirata lejn prattikanti fl-edukazzjoni u t-taħriġ vokazzjonali, l-awturi jsostnu b'mod apoditiku li CLIL jistimula aptit għat-tagħlim. L-argumenti pprezentati huma konvinċenti ħafna u jistgħu jingabru fil-qosor kif ġej:

- “Jagħti raġunijiet għat-tagħlim u t-titjib tal-livell tal-lingwa barranija, għax il-fehim tal-kontenut tas-suġġett huwa obbligatorju.
- Huwa jiffoka fuq u jevalwa l-kontenut tas-suġġett, għalhekk l-istudent mhux qed jiġi vvalutat fuq il-ħakma tiegħu/tagħha tal-Passat Semplici (pereżempju) iżda pjuttost l-abbiltà tiegħu/tagħha li jużah fil-postijiet xierqa.
- Jagħti lill-istudenti sensazzjoni ta' kisba reali. Qed ilaħħqu ma', u jirkellmu u jiktbu dwar, materjal kumpless fil-lingwa barranija.
- Mhux qed jintalbu jiddiskutu kontenut 'vox-pop' bħal fil-kotba tat-tagħlim tal-lingwa standard (Pop Stars, Global Warming, My Favorite Auntie) - fejn il-kontenut jintuża bħala skjav biex juri ċerta struttura tal-lingwa - iżda minħabba li l-kontenut huwa importanti fih innifsu. Fis-CLIL hemm ċans li jkunu qed jintalbu l-opinjoni tagħhom għax l-espressjoni tal-opinjoni (pereżempju) hija kompetenza ewlenija fil-kontenut tas-sillabu.”⁶⁷

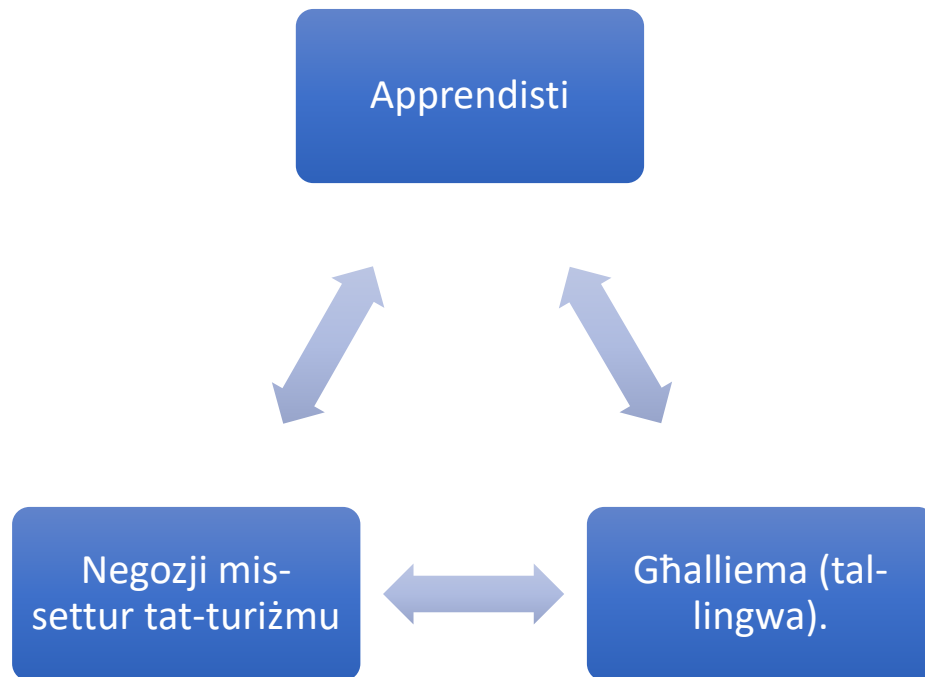
Fejn hemm id-dawl, hemm ukoll dell. Dan l-għerf popolari japplika wkoll għall-CLIL. Il-kritiċi jindikaw li l-kompitu li jingħata għarfien professjonali u lingwa barranija fl-istess ħin se jkun diffiċli biex jiġi implimentat fil-kuntest tat-taħriġ professjonali u t-tagħlim għall-adulti. Kemm jista' jkun banali, l-għoti ta' kontenut tekniku dejjem jeħtieġ lingwa, u t-tagħlim tal-lingwa dejjem jeħtieġ kontenut tekniku. Fil-fatt, fil-ħajja ta' kuljum tal-istituzzjonijiet ta' taħriġ, l-approċċ CLIL jirriskja li jintrema' barra mill-linja b'żewġ

⁶⁷ Ball, P., What is CLIL? disponibbli onlajn: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>

modi: għalliema tas-sugġett li jgħallmu b'lingwa barranija spiss jiffokaw fuq il-kontenut tas-sugġett, filwaqt li l-interazzjoni u l-komunikazzjoni lingwistika huma mnaqqsa għall-minimu. Fl-istess ħin, hemm riskju li l-ħiliet eżistenti tal-lingwi barranin tal-apprendisti ma jkunux biżżejjed biex jassorbu bis-sħiħ l-informazzjoni speċjalizzata. L-għalliema tal-lingwi barranin, min-naħa l-oħra, għandhom it-tendenza li jillimitaw il-livell ta' dettall fl-għarfien tekniku li jagħtu u mhux dejjem jolqtu n-“nota t-tajba” f'termini ta' rilevanza Prattika.

Ir-riżultati tal-proġett *Includmi* jipprovdu pariri tekniċi u struzzjonijiet konkreti biex jingħelbu dawn id-dgħufijiet possibbli fil-prattika CLIL. Sabiex dawn l-istruzzjonijiet jiġu kklassifikati b'mod korrett u jintużaw bl-aktar mod effettiv possibbli, jidher xieraq li tingħata ħarsa lejn il-kunċett tal-“komunità ta' taġġim” u li tiġi enfasizzata l-importanza tan-netwerking bejn l-atturi differenti kif ukoll ir-rilevanza ta' , skambju strutturat u feedback dwar ir-riżultati tat-taġġim. F'dan il-punt nistgħu noffru biss ftit ħsibijiet dwar din il-kwistjoni. Madankollu, nixtiequ nirrimarkaw, li espożizzjonijiet aktar dettaljati u, fuq kollox, pariri prattiċi jinsabu fil-fuljett intitolat Gwida Metodoloġika għall-Organizzazzjonijiet ta' Taħriġ u Min Ihaddem il-Migranti.

Elementi tal-Komunità ta' Taġġim



Komunità ta' tagħlim tista' tintwera fil-forma ta' trijangolu ižoċeli ffurmat mill-atturi: apprendisti, għalliema, speċjalment għalliema tal-lingwi, u negozji interessati fl-industrija tat-turiżmu. Idealment, huma kollha interrelatati b'mod attiv u miftuħ.

S'issa, mill-ispjegazzjonijiet tal-CLIL, deher ċar li hemm differenza bejn it-tagħlim tal-lingwa Ingliża u t-tagħlim **bl**-Ingliż. L-għan tat-tagħlim tal-Ingliż huwa l-akkwist ta' kompetenzi lingwistiċi fil-lingwa Ingliża. Iżda t-tagħlim tal-Ingliż jehtieg metodi u attivitajiet didattiċi li jippermettu li jitwasslu bl-aktar mod ta' suċċess possibbli kemm il-kontenut tekniku kif ukoll il-lingwa professjonali. Għalhekk, iċ-ċavetta għas-suċċess tat-tagħlim fil-kwalifika tal-migranti għall-attivitajiet differenti fl-industrija tat-turiżmu tinsab fl-awtentiċità u r-rilevanza tal-kontenut imwassal u l-materjali użati.

Dan l-imperattiv ta' awtentiċità u rilevanza joħloq kompitu diffiċli għall-għalliema. Din id-diffikultà - kif Morgado u Coelho jindikaw - "... jagħmilha saħansitra aktar ta' theddida

għall-ambjenti edukattivi ..." ⁶⁸ Bl-istess mod, Ball jargumenta: "Peress li kull prattika edukattiva, kemm jekk tkun attività, serje ta' attivitajiet jew unità ta' taġlim, tehtieg qafas operattiv ta' qafas ċar. Fejn jidhol l-għan tar-riżultat, l-għalliem tal-lingwa kif se jiddeskrivi l-inkorporazzjoni ta' 'kontenut aktar kunċettwali' fil-lezzjonijiet tiegħu/tagħha? Billi l-għanijiet tal-għalliem tal-lingwa jibqgħu esklussivament lingwistiċi, kif jistgħu jiġu inklużi l-għanijiet l-oħra tal-kontenut sabiex ikunu jistgħu jiġu evalwati? Jekk l-għanijiet tal-kontenut ma jiġux evalwati bħala l-għanijiet tar-riżultat (kif huma mill-għalliem tas-suġġett), allura l-approċċ x'aktarx ma jinteressax jew jikkonvinċi lill-istudenti... L-għalliema tal-lingwa rari jgħallqu l-hin jew il-kompetenza biex iwettqu dan ta' hawn fuq, u anke jekk għamli, il-'kif' ta' kollaborazzjoni bħal din hawn fuq jehtieg li jiġi ddikjarat b'mod aktar ċar. L-inkorporazzjoni tad-diskors tas-suġġett f'sillabu tal-lingwa hija operazzjoni kumplessa u li tiegħu ħafna hin, iżda dan ma jneħħix il-possibbiltà li jista' jirrappreżenta l-futur tat-tagħlim tal-lingwi." ⁶⁹

Il-pubblikazzjoni preżenti u l-eżempji ta' taġlim ippubblikati fl-anness huma mmirati għal dawk l-għalliema tal-lingwi li jgħallmu lill-migranti fl-industrija tat-turiżmu u għall-għan li jgħinu hom jgħallbu ċerti incertezzi. Madankollu, din ma tistax tkun aktar minn gwida: Żieda reali fil-ħiliet, kemm f'termini ta' għarfien espert kif ukoll ta' ħiliet lingwistiċi, se tirriżulta minn skambju attiv bejn l-għalliema u n-negozji fis-settur tat-turiżmu. Għandu jiġi enfasizzat biċ-ċarezza kollha li mingħajr dan l-iskambju attiv, il-lezzjonijiet jibqgħu "lezzjoni tal-Ingliš" ordinarja, li tista' tgħin lill-apprendisti parteċipanti jiżviluppaw ħiliet lingwistiċi tajbin, iżda mhux se jilħqu l-potenzjal sħiħ tiegħu fir-rigward tal-akkwist ta' għarfien speċjalizzat. u ħiliet professjonali.

Materjali ta' taġlim CLIL għandhom jikkonsistu f'dokumenti awtentiċi eżistenti mill-prattika tal-industrija tat-turiżmu (jew materjali adattati għal-livell ta' profiċjenza lingwistika). Il-materjali għandhom ikunu disponibbli f'varjetà ta' formati tal-midja u adattati għall-kontenut speċifiku u l-għanijiet tat-tagħlim tal-lingwi. Mill-esperjenza tal-proġett tagħna, jista' jiġi determinat ukoll li "... materjali CLIL xierqa għandhom jissodisfaw dawn il-karatteristiċi speċifiċi l-oħra:

⁶⁸ Ikkwotat fi: Almeida, M. Altina 2017, Content and Language Integrated Learning in Tourism Vocational Education and Training in Portugal, Master's Degree in Tourism and Communication, S. 65, available online: <http://hdl.handle.net/10400.26/19731>

⁶⁹ Ball, P. Defining CLIL parameters, online verfügbar:

<https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

- *sinifikanti, ta' sfida, u awtentiċi* , ibbażati fuq appoġġ tal-karta u/jew klipps tal-vidjo, animazzjonijiet Flash, quests tal-web, podcasts, infografi , u/jew materjali interattivi oħra fuq websajts tal-lingwa Ingliża;
- *input multi-modal* li jippermetti l-prezentazzjoni ta' suġġetti speċifiċi f'diversi modi (mapep, dijagrammi, eċċ.) u b'hekk joħloq ambjent ta' taġħlim diversifikat;
- jiġu kkunsidrati stili ta' taġħlim differenti u intelliġenzi multipli;
- il-litteriżmu viżwali huwa promoss biex jippermetti fehim aktar profund tal-kontenut u l-kompetenzi speċifiċi u juri u jiċċara aħjar kwistjonijiet kumplessi pprezentati bl-Ingliż.⁷⁰

Bhal f'kull sitwazzjoni oħra tal-klassi, l-ġhalliema li jgħallmu lill-migranti fi u/jew għall-industrija tat-turiżmu fil-lingwa Ingliża bbażati fuq CLIL għandhom isibu jew jipproduċu materjal ta' taġħlim li jikkorrispondi mal-ġhanijiet tat-taġħlim u l-livell tal-istudenti, kemm fir-rigward għall-kontenut kif ukoll rekwiżiti lingwistiċi. Kif wrew bosta studji, din hija waħda mid-diffikultajiet ewlenin għall-implimentazzjoni tas-CLIL. Ir-rekwiżit li l-materjali jridu jkunu sinifikanti, ta' sfida u awtentiċi kemm jista' jkun, ovvjament iħalli r-responsabbiltà f'idejn l-ġhalliema u joħloq sfida kbira għalihom. Il-kompitu huwa li jinstabu materjali li jappoġġjaw it-taġħlim u jippermettu l-kisba tal-ġhanijiet tat-taġħlim mingħajr ma titnaqqas il-kumplessità tas-suġġett jew jonqos ir-ritmu tal-proċess tat-taġħlim.

F'dan il-punt, terġa' tidhol fis-seħh l-importanza tan-netwerking - kif diġà ssemma hawn fuq. L-iskambju kontinwu bejn l-ġhalliema u r-rappreżentanti tal-industrija tat-turiżmu jista' jiffaċilita l-provvista ta' materjali xierqa. F'każijiet fejn il-lingwaġġ tekniku huwa kumpless żżejjed, il-materjali jistgħu jiġu supplimentati bi struzzjonijiet jew spjegazzjonijiet. Trasferiment tal-ġharfien mal-industrija tat-turiżmu se jipprovdi lill-ġhalliema jistgħu bl-ġharfien tekniku meħtieġ u japprofondixxu l-fehim taġħhom tal-karatteristiċi u r-rekwiżiti tax-xogħol differenti fl-industrija tat-turiżmu.

Meta wiehed iħares lura lejn aktar minn għoxrin sena ta' dibattitu intensiv dwar il-potenzjal ta' innovazzjoni pedagoġiku-didattika tal-CLIL u fuq l-esperjenzi li għamlu l-pijunieri fil-prattika tal-iskejjel u l-istituzzjonijiet tat-taħriġ, għadhom qed isiru mistoqsijiet kritiċi. Għalhekk mhux sorprendenti li fil-pajjiżi Ewropej kemm l-

⁷⁰ Morgado, M. et al., 2015, CLIL Training Guide Creating a CLIL Learning Community in Higher Education, p. 31, available online: <http://hdl.handle.net/10400.22/17933>

akkademiċi kif ukoll il-prattikanti qed jistinkaw għal aktar żvilupp u appoġġ effettiv tat-tfassil tal-lezzjonijiet. F'dan il-grupp jispikkaw b'mod partikolari l-inizjattivi ta' Ċentru Ewropew għal-Lingwi Moderni tal-Kunsill tal-Ewropa u l-Grupp ta' Graz, li huwa "bbażat" fi Graz. Irrispettivament mill-firxa ta' sejbiet xjentifiċi u għarfien empiriku akkumulat, il-lista relattivament twila ta' pubblikazzjonijiet rilevanti turi nuqqas evidenti ta' manwali orjentati lejn il-prattika jew struzzjonijiet dwar l-organizzazzjoni tat-tagħlim, l-evalwazzjoni tal-prestazzjoni u l-iżvilupp tal-materjal f'"CLILing" .⁷¹

Meta wieħed iħares lejn il-pajsaġġ tal-CLIL Ewropew huwa ugwalment impressjonanti li diversi "realtajiet CLIL " donnhom ħargu. Hemm varjanti iebsa tal-CLIL, kif ukoll varjanti rotob. IL-CLIL huwa mgħallem fl-iskejjel primarji u sekondarji, u l-CLIL ukoll sab ruħu fl-edukazzjoni oġhla, fejn jiġi promoss bħala metodu li jħares 'il quddiem. F'din id-diversità ovvja ta' CLILing, jidher li hemm żewġ punti: edukazzjoni u taħriġ vokazzjonali għall-industrija tat-turiżmu u taħriġ lingwistiku għall-migranti.

Il-proġett Erasmus+ ***Inclusion of Migrants by Qualified Occupation in the Tourism Industry*** għandu l-għan li jitfa' ftit dawl fuq dawn il-blind spots. Madankollu, il-kontribut tagħna għandu jinftehem bħala l-ewwel tentattiv biex noffru appoġġ konkret lill-għalliema f'dawn l-oqsma. Għalhekk, aħna kuntenti nesponu ruħna għal kritika kolleġġjali u nistiednu lill-qarrejja tagħna biex jaqsmu l-ideat u r-referenzi tagħhom.

⁷¹ Waħda mill-ftit pubblikazzjonijiet, li tistabbilixxi b'mod esplicitu lilha nnifisha l-kompitu li tipprovdi gwida orjentata lejn il-prattika dwar l-organizzazzjoni tal-lezzjonijiet, l-evalwazzjoni tal-prestazzjoni, u l-iżvilupp tal-materjal hija l-implimentazzjoni tal-manwal online *CLIL implementation with pools of resources for teachers, students, and pupils*. Dan il-manwal, li ġie prodott bħala parti minn proġett Ewropew, huwa disponibbli f'diversi lingwi oħra u huwa disponibbli online: <https://languages.dk/clil4u/>

Sin ellos, la cocina sigue fría y las camas deshechas...

Estas palabras concisas resaltan la importancia de los trabajadores inmigrantes en la industria del turismo en toda Europa. A pesar de las diferencias regionales, este Sector lleva años luchando contra la creciente escasez de mano de obra cualificada.

Según una encuesta reciente de la asociación profesional del sector turístico alemán (DEHOGA), en junio de 2022 más del 60% de las empresas hoteleras y de restauración alemanas buscaban empleados cualificados y personal auxiliar. Los datos sugieren que la pandemia de COVID ha agravado esta precaria situación. ⁷²Sin embargo, incluso más allá de la pandemia, la escasez de mano de obra calificada en la industria del turismo ha sido un problema central durante años. ⁷³

En casi todos los estados miembros de la Unión Europea, cada vez menos personas están dispuestas a aceptar las condiciones laborales en el sector del turismo y la hostelería: horarios de trabajo poco atractivos (temprano en la mañana, tarde en la tarde, domingos y días festivos), así como salarios relativamente bajos.

⁷² Desde hace muchos años, incluso antes de la pandemia del coronavirus, los expertos subrayan la necesidad de una “iniciativa de cualificación” en el sector turístico:

“Los educadores turísticos y quienes buscan carreras en el siglo XXI se enfrentan a nuevos desafíos: dada la naturaleza dinámica y compleja de la industria turística contemporánea, los estudiantes deben estar equipados con habilidades relevantes para la industria para las próximas décadas, como la comunicación intercultural y relacional; liderazgo; responsabilidad; y un conjunto de habilidades específicas de un dominio basado en el contenido/contexto, concretamente en las TIC. Se ha producido una demanda sin precedentes de estas habilidades en consonancia con los cambios en la tecnología y en los tipos de trabajo que se esperan de la fuerza laboral emergente. Las tecnologías nuevas e innovadoras y el impacto de la globalización, junto con la evolución de las expectativas de los consumidores, han provocado cambios significativos tanto en la industria hotelera y turística como en los programas académicos. Debido a que la industria cubre una amplia gama de servicios, como alimentos y bebidas, transporte, alojamiento, arte y entretenimiento, y su complejidad continúa aumentando, existe una demanda cada vez mayor de personal altamente calificado que posea habilidades interculturales que trascienden lo específico. necesidades del sector... La política de recursos humanos debe centrarse en la mejora de las cualificaciones y habilidades de los profesionales, con el fin de mejorar la calidad del servicio que prestan y la competitividad de la oferta turística.” Almeida, M. Altina 2017 , Aprendizaje Integrado de Contenidos y Lenguas en la Educación y Formación Profesional Turística en Portugal, Máster Universitario en Turismo y Comunicación, p. 51, disponible en línea: <http://hdl.handle.net/10400.26/19731>.

⁷³ En dos años de pandemia, incluidos varios meses de *confinamiento* y jornada reducida, una gran proporción de empleados del sector de la hostelería y la restauración tuvieron que reorientarse. Ver: Comunicado de prensa conjunto: Las asociaciones abordan los desafíos del sector hotelero a través de las fronteras, 28.6.2022,

Disponible en línea: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=Noticias&tx_news_pi1%5Baction%5D=detalle&cHash=31050ec3d84615617ec415586528e235.

Para llenar este vacío, la industria del turismo ofreció explícitamente empleos de nivel inicial a los inmigrantes. Así, en toda Europa la industria hotelera se convirtió en el sector por excelencia para la integración de los inmigrantes al mercado laboral. Es difícil encontrar datos precisos sobre el número de empleados con una biografía migratoria en el sector del turismo y la hostelería. Esto puede deberse al hecho de que se utiliza una variedad de criterios diferentes para definir el grupo, lo que dificulta lograr comparabilidad y precisión estadística. La tarea de recopilar datos fiables se complica aún más por el hecho de que los contratos de trabajo en el sector turístico suelen ser precarios y temporales, sin obligación de informar.

Según la oficina de estadística de la Unión Europea, 13 millones de personas trabajan en el sector turístico, el 18% de las cuales son extranjeros de otros países de la UE o de los llamados “terceros países”.⁷⁴ En algunos estados de la UE, el porcentaje de extranjeros que trabajan en este sector se sitúa significativamente por encima de la media de la UE. Según las estadísticas del mercado laboral en Austria, el 52% de todos los empleados del sector hotelero son extranjeros (en Viena, incluso el 60%, en su mayoría de Hungría u otros estados miembros de la UE).⁷⁵ En Alemania, la asociación comercial DEHOGA indica que el 35% de todos los empleados del sector turístico son extranjeros. Ingrid Hartges, directora general de DEHOGA, afirma con razón que “no hay ningún otro sector en el que la proporción sea mayor”.⁷⁶

Representantes del sector, sindicalistas y científicos coinciden en que el empleo de extranjeros en el sector también plantea problemas. A pesar de sus diferentes puntos de vista sobre el tema, todos los expertos se refieren a los desafíos que plantea el empleo de trabajadores extranjeros. Las condiciones de trabajo precarias (incluido el empleo ilegal), una gran fluctuación, la falta de calificaciones para el trabajo concreto (mientras que el nivel de educación alcanzado en el país de origen suele ser alto) y un bajo nivel de competencia lingüística son temas recurrentes en la mayoría de los debates sobre el tema. En sus correspondientes documentos de estrategia, la UE, la OIT, la OCDE y la OMT piden igualmente iniciativas para abordar estos problemas en aras de la viabilidad futura y la sostenibilidad de la industria del turismo y con el objetivo de crear perspectivas de integración efectivas para los empleados inmigrantes. El avance del sector turístico dependerá de la capacidad de la industria para dotar a su personal de la cualificación

⁷⁴ Por otra parte, la Oficina Estadística de la Unión Europea estima que la proporción de extranjeros en el número total de personas empleadas en la industria del turismo en Estonia, Lituania y Rumanía es inferior al 3%. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

Estas cifras no reflejan el impacto de la afluencia de refugiados de Ucrania. Sin embargo, se puede suponer que una proporción considerable de ellos ha encontrado actualmente un empleo en la industria del turismo.

⁷⁵ Kurier: 10.10.2021, disponible en línea: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

⁷⁶ Comunicado de prensa conjunto: Las asociaciones abordan los desafíos del sector hotelero a través de las fronteras, 28.6.2022, disponible en línea: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=Noticias&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

necesaria para la prestación de servicios y productos de calidad.

Includmi: la clave para una integración exitosa de los inmigrantes

En los últimos años, la industria del turismo ha creado miles y miles de empleos que han ofrecido a los inmigrantes la oportunidad de ingresar al mercado laboral en sus respectivos países de acogida.

Según las proyecciones del mercado, el sector turístico seguirá dependiendo de los trabajadores extranjeros en el futuro, mientras que es probable que la proporción de trabajadores inmigrantes aumente aún más. Paradójicamente, la creciente tasa de empleo de los inmigrantes no ha resuelto ninguno de los problemas estructurales del sector. Si bien la industria sufre una escasez de habilidades, los inmigrantes todavía son contratados principalmente para trabajos no calificados y en su mayoría son empleados temporales o a tiempo parcial. Por tanto, no se satisface la creciente y cada vez más urgente demanda de personal cualificado en el sector de la hostelería y la restauración. Además, los salarios comparativamente bajos ⁷⁷, a menudo en combinación con condiciones laborales precarias, son las razones decisivas por las que las expectativas de una gran parte de los empleados extranjeros no se cumplen a largo plazo. De este modo, en lugar de reducirse, la elevada rotación laboral que prevalece en el sector turístico se ve aún más exacerbada.

El proyecto Erasmus+ ***Inclusión de inmigrantes por ocupación cualificada en la industria turística - Includmi*** examina la complejidad de los problemas que surgen en este contexto. El proyecto tiene como objetivo proporcionar una base más sostenible para el empleo de los inmigrantes y promover salarios justos. Un enfoque clave para alcanzar este objetivo es la cualificación y la formación de competencias. La presente contribución ilustrará y aclarará el objetivo del proyecto *Includmi*.

Según la OMT⁷⁸, en los años previos a la pandemia de COVID-19, los países europeos experimentaron un aumento constante en el número de entradas con fines turísticos. En 2019, el número de entradas ascendió a un total de 744 millones. Desde los países de origen de las instituciones que pertenecen al consorcio del proyecto *Includmi* se transmitieron los siguientes datos:

País	Número de Entradas con Fines Turísticos 2019, Millones
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⁷⁷ Por ejemplo, el salario medio por hora en la UE en 2018 fue de unos 15,7 euros, mientras que en el sector hotelero solo se pagaban 11,0 euros por hora. Según las estadísticas, esta diferencia fue particularmente notable en Alemania (salario medio por hora en relación con la economía total: 20,20 euros y 12,50 euros en la industria hotelera) y Austria (salario medio por hora en relación con la economía en su conjunto: 17,80 euros y 11,60€ en hostelería).

Ver: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

⁷⁸ Ver: <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>.

Austria	22,7
Francia	90,9
Alemania	35,2
Malta	2,8
España	83,5
Turquía	51,2

Los datos estadísticos muestran que la mayoría de los turistas entrantes proceden de Europa: en Turquía el 78% y en España el 91% de todos los visitantes proceden de otro país europeo. Sin embargo, basándose en las estadísticas pertinentes, no se puede afirmar en qué medida estos turistas dominan el idioma nacional del país visitado ni qué otros idiomas utilizan para comunicarse. Sin embargo, las consecuencias lingüísticas de la globalización son cada vez más evidentes y no hay duda de que el dominio de varios idiomas extranjeros y la sensibilidad intercultural se han convertido en requisitos básicos para una comunicación exitosa en la industria del turismo.

Sin embargo, muchos otros documentos oficiales de la UE discuten explícitamente la importancia del idioma inglés para el intercambio económico y social. Ya en 2015, la Comisión Europea destacó con claridad inequívoca en el documento 'Estudio sobre el dominio de lenguas extranjeras y la empleabilidad': "El inglés es, con diferencia, el idioma más importante en el comercio internacional y la prestación de servicios".⁷⁹ En vista de los cambios económicos y sociales resultantes del avance de Internet y la expansión simultánea de la globalización, el inglés ya no se presenta como un idioma -en el sentido clásico de la clase media educada- sino como una competencia central. Por lo tanto, la premisa básica de nuestro proyecto de que el idioma inglés juega un papel central específicamente en la industria del turismo no es demasiado descabellada.⁸⁰ Por tanto, el dominio del idioma inglés es un requisito básico para la creación de un ambiente de trabajo seguro. Para aquellos empleados que están en contacto directo con los clientes,

⁷⁹ Comisión Europea, Dirección General de Empleo, Asuntos Sociales e Inclusión, Humburg, M., Beadle, S., Smith, R., et al., *Estudio sobre el dominio de lenguas extranjeras y la empleabilidad: informe final*, Oficina de Publicaciones, 2017, disponible en línea: <https://data.europa.eu/doi/10.2767/908131>

⁸⁰Una encuesta realizada en 2021 entre gerentes y empleados extranjeros en hoteles de 5 estrellas en el centro turístico de Antalya concluye claramente que la razón más importante para contratar empleados extranjeros son sus habilidades lingüísticas: „ Sin duda, el conocimiento de idiomas extranjeros es una característica que todos los empleados Trabajar en departamentos de atención al cliente (como alimentos y bebidas, oficina de recepción) debería tener un cierto nivel, no sólo en el departamento de animación. Por lo tanto, al menos los gerentes de hoteles dentro del alcance de esta investigación tienen dificultades para encontrar personal turco que domine bien los idiomas hablados por los perfiles de sus huéspedes. En este contexto, para los jóvenes que quieran hacer carrera en el sector turístico en Turquía o que tengan educación turística de cualquier nivel, se recomienda desarrollar sus niveles de conocimiento de una lengua extranjera teniendo en cuenta el perfil ponderado del huésped que visita. Pavo." Erdem, B., Turkmendag, T., Akgoz, E. y Gok, T. (2021), Empleo de trabajadores extranjeros en la industria hotelera: evidencia de hoteles de cinco estrellas en Antalya, en: *Journal of Tourismology*, n. 7, S. 48, disponible en línea: <https://doi.org/10.26650/jot.2021.7.1.0002>.

también es un requisito previo garantizar una alta calidad del servicio.⁸¹

Cada vez más representantes del sector turístico llegan a esta conclusión. La grave escasez de trabajadores en el sector de la restauración y la hostelería ha desencadenado una pronunciada competencia entre las empresas para encontrar trabajadores. Se ha convertido en una cuestión de supervivencia económica desarrollar estrategias de empleo a largo plazo que vayan más allá de la mera contratación de trabajadores semicalificados o no calificados. Para las empresas del sector turístico, es más importante que nunca crear condiciones de trabajo justas y ofrecer a sus empleados -especialmente aquellos con antecedentes migratorios- oportunidades educativas para promover su desarrollo profesional y promover una amplia gama de oportunidades profesionales. El objetivo del proyecto transnacional Erasmus+ *Includmi* es contribuir a este empeño.

El proyecto busca apoyar a las partes interesadas de la industria del turismo, centros de capacitación y agencias de consultoría en sus esfuerzos por promover y ampliar relaciones laborales justas, sostenibles y de largo plazo para los migrantes dentro de la industria. Nuestro proyecto parte del supuesto de que, para los inmigrantes, la mejora de sus habilidades en el idioma inglés irá de la mano con un aumento significativo de las oportunidades de empleo. *Includmi* proporciona herramientas didácticas y metodológicas prácticas, así como asistencia concreta para la formación profesional sectorial de inmigrantes en lengua inglesa. El trabajo conjunto de la asociación dio como resultado dos publicaciones en línea. El presente manual **CLIL Guía metodológica y de recursos para formadores de lenguas de adultos** está dirigido a profesores e incluye una extensa colección de ejemplos educativos. La segunda publicación se titula **Guía Metodológica para Organizaciones de Formación y Empleadores de Migrantes**.

El proyecto Erasmus+ *Includmi* está formado por seis instituciones de la UE y Turquía que cooperaron durante 24 meses. Las organizaciones participantes son: Gesellschaft für Inklusion und Soziale Arbeit e.V. (Alemania), Service Civil International Österreich (Austria), IFPRA Normandie (Francia), Future Focus Ltd (Malta), Asociación de Empresarios Gallegos de Aragón y Riberas del Ebro (España) e İzmit İlçe Millî Eğitim Müdürlüğü (Turquía). Estas organizaciones difieren significativamente en cuanto a su respectivo campo de trabajo y arreglo institucional. A pesar de estas diferencias, de esta diversidad se obtuvieron importantes efectos de sinergia. Al provenir de una variedad de antecedentes profesionales y áreas de especialización, cada socio pudo contribuir con recursos y habilidades específicas. *Includmi* está formada por instituciones especializadas en formación profesional y vocacional, una escuela de idiomas, centros de asesoramiento para inmigrantes y asociaciones empresariales en el sector turístico. Cada uno de los socios del proyecto aportó su experiencia profesional al proyecto.

Los diferentes horizontes de experiencia y la variedad de habilidades de los socios individuales de *Includmi* demostraron ser el activo más importante del proyecto conjunto. Desde el principio, el proyecto no pretendía simplemente crear materiales didácticos actualizados “Inglés en gastronomía” o alguna guía revisada para lecciones de inglés

⁸¹ También se podría argumentar que cada vez más equipos multinacionales se están convirtiendo en parte de la práctica diaria en las *oficinas administrativas*, las cocinas y los pasillos de los hoteles. Los expertos en la materia suponen que en estos casos prevalecerá el inglés como *lengua franca* en estos equipos.

adaptadas a la industria turística. El objetivo acordado entre los socios era mucho más ambicioso: el proyecto aceptó el desafío de desarrollar materiales didácticos y metodológicos, así como un apoyo concreto para la formación específica del sector en idioma inglés, específicamente desde la perspectiva de los inmigrantes y en el contexto de su necesidades educativas específicas.

¿Qué hay detrás de esta afirmación? En primer lugar, es importante no tratar el horizonte de experiencia de los inmigrantes y su mundo de vida concreto como accesorios ornamentales y multicolores y/o incorporar hechos interculturales superficiales en los textos o ejemplos de enseñanza correspondientes. Más bien, se deben tener en cuenta dos aspectos que tienen un fuerte impacto en el aprendizaje:

1. En cuanto a sus biografías educativas, los inmigrantes provienen de entornos muy diversos. A menudo están "sobrecualificados" y las cualificaciones educativas que "traen consigo" están por encima de los requisitos educativos para el puesto de trabajo respectivo.⁸² Tanto la teoría como los datos empíricos respaldan la afirmación de que estas circunstancias pueden tener un efecto muy positivo en el comportamiento y el progreso del aprendizaje. El nivel educativo debe tenerse en cuenta a la hora de diseñar la formación lingüística. (Sin embargo, es importante tener en cuenta que también puede ocurrir lo contrario: en algunos casos, las cualificaciones educativas adquiridas en sus países de origen no van más allá de la educación primaria).

2. Para los inmigrantes, participar en cursos de inglés suele implicar un esfuerzo adicional de aprendizaje. Dado que esta formación se realiza de forma complementaria o incluso paralela a la formación en el idioma del país de acogida. Aprender inglés en este contexto suele equivaler a aprender un tercer, cuarto o quinto idioma.

Estas circunstancias específicas exigen un alto nivel de capacidad didáctica por parte del personal docente que trabaja con inmigrantes, que ciertamente va más allá del nivel "normal".

CLIL: probablemente el método más eficaz para la formación lingüística de inmigrantes

En el ámbito de la enseñanza de lenguas extranjeras en los Estados miembros de la UE, así como de la enseñanza de idiomas para inmigrantes en los respectivos idiomas de sus países de acogida, existe una variedad de enfoques metodológicos y didácticos.

Desde principios de los años 1990, ha surgido y se ha consolidado un paradigma

⁸² Un reciente estudio empírico realizado en Eslovaquia llega a la siguiente conclusión, que también se refleja en otros estudios sobre la industria turística de otros países europeos más antiguos: „En resumen, llegamos a la conclusión de que los solicitantes de alojamiento inmigrantes están sobrecualificados para un trabajo de este tipo. A pesar del dominio adecuado del idioma eslovaco y de la educación obtenida, opinamos que los solicitantes optan por este trabajo debido a la facilidad de acceso al mercado laboral de la hostelería y a la experiencia previa.“ Přivara, A., Kiner, A. (2020), Empleo de inmigrantes en la industria hotelera eslovaca: perfiles, experiencia y educación , en: Revista de Turismo y Servicios, n. 21 , pág. 178.

metodológico. Aprendizaje integrado de contenidos y lenguas – CLIL, como David Marsh, Universidad de Jyväskylä, Finlandia, llama a esta metodología "...se refiere a situaciones en las que las materias, o partes de las materias, se enseñan a través de una lengua extranjera con objetivos de doble enfoque, a saber, la aprendizaje de contenidos y el aprendizaje simultáneo de una lengua extranjera." ⁸³ Para algunos, la razón de la popularidad de CLIL es su "doble liderazgo", que incluye un concepto posmoderno orientado a la práctica, donde: "...se utiliza un idioma adicional para el aprendizaje y la enseñanza tanto del contenido como del idioma". Es decir, en el proceso de enseñanza y aprendizaje no se centra sólo en el contenido, y no sólo en el lenguaje. Ambos están entrelazados, incluso si el énfasis es mayor en uno u otro en un momento dado. CLIL no es un "Una nueva forma de enseñanza de idiomas. No es una nueva forma de enseñanza de materias. Es una fusión innovadora de ambas." ⁸⁴

Otros comentaristas enfatizan las ventajas obvias de implementar AICLE en la formación lingüística para inmigrantes adultos en un contexto intercultural, que se pueden resumir de la siguiente manera:

- **CLIL tiene un doble propósito**

En la práctica, los alumnos aprenden al mismo tiempo el contenido de una determinada materia y una lengua extranjera. En cierto modo, CLIL mata dos pájaros de un tiro. Tradicionalmente, en la formación profesional o en la cualificación profesional existen diferentes subsistemas (formación general, formación profesional y formación lingüística) que se organizan de forma independiente unos de otros. CLIL se esfuerza por tender puentes con métodos de enseñanza adecuados.

- **CLIL ahorra tiempo**

La posibilidad de combinar el estudio de contenidos especializados con la adquisición de una lengua extranjera alivia un conflicto bastante común en la vida educativa cotidiana: el tiempo lectivo disponible y el objetivo de aprendizaje deseado a menudo compiten entre sí. En lugar de enseñar por separado los contenidos de la materia necesarios para trabajar en la industria del turismo en el idioma mayoritario del país anfitrión, CLIL ofrece la posibilidad de adquirir estos conocimientos en el contexto de la propia lección de inglés. Siempre que esté bien preparado y adaptado al contenido técnico requerido, los estudiantes adquieren los mismos conceptos y habilidades técnicas profesionales, pero tienen más tiempo

⁸³ Marsh, D. 2002, Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential , citado en: What is CLIL?, disponible en línea: <https://www.teachers-corner.co.uk/what-es-clil/>

⁸⁴ Coyle, D., Hood, P., Marsh, D. 2010, CLIL: Aprendizaje integrado de contenidos y idiomas, disponible en línea: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

para exponerse al idioma inglés, lo cual es un factor crucial para el desarrollo de habilidades lingüísticas. Desde la perspectiva de los inmigrantes, ahorrar tiempo parece ser una ventaja particular del método CLIL. Los inmigrantes se encuentran bajo una presión económica extrema para ganarse la vida lo más rápido posible. Además, los programas de apoyo a los inmigrantes para que adquieran cualificaciones profesionales suelen tener una duración limitada. Las clases normalmente sólo duran unas pocas semanas o meses. Los programas de financiación no proporcionan formación formal que dure dos o tres años. Por último, las empresas que contratan inmigrantes o capacitan a empleados inmigrantes en el trabajo también se ven presionadas por el tiempo, ya que dependen de la rápida disponibilidad de la fuerza laboral.

• **CLIL cambia la práctica pedagógica**

Para garantizar que los alumnos comprendan y asimilen la materia, se requieren cambios significativos en la práctica en el aula. CLIL se basa claramente en el contenido; el contenido técnico transmitido determina esencialmente el contenido lingüístico de la lección. La introducción del AICLE implica necesariamente tales "conversiones", pero en el caso de la cualificación de los inmigrantes esta exigencia es aún más urgente:

- Los profesores de idiomas deben adaptar sus prácticas y metodologías de enseñanza diarias para garantizar que los alumnos también comprendan el contenido. Se requiere más tiempo para una mayor explicación de la información técnica en el nivel dado de competencia lingüística.
 - Los profesores no pueden simplemente "entregar" el contenido y asumir que su audiencia lo entendió. Una amplia gama de recursos pedagógicos debería poner mayor énfasis en los conceptos y habilidades profesionales.
 - Los materiales didácticos utilizados (ver apéndice) deben reflejar claramente el doble objetivo. Los materiales CLIL deben presentar los temas del plan de estudios en la lengua extranjera con mucha claridad. Por ejemplo, en los cursos de idiomas estándar los materiales didácticos se seleccionan en función de su función lingüística, para demostrar y ejercitar reglas gramaticales, etc. Los materiales CLIL, por el contrario, se seleccionan principalmente en función del contenido de la materia, por ejemplo, procesos que se repiten con frecuencia en las recepciones de hoteles. o gestión de alimentos y bebidas.
 - CLIL se centra en el contenido y se relaciona con el tema. El objetivo principal es que los alumnos aprendan el idioma profesional y el vocabulario correspondiente.
- **CLIL fortalece la motivación de los alumnos**

En una publicación dirigida a profesionales de la educación y la formación profesional, los autores afirman apodócticamente que CLIL estimula el apetito por aprender. Los argumentos presentados son muy convincentes y se pueden resumir de la siguiente manera:

- “Esto proporciona razones para aprender y mejorar el nivel de la lengua

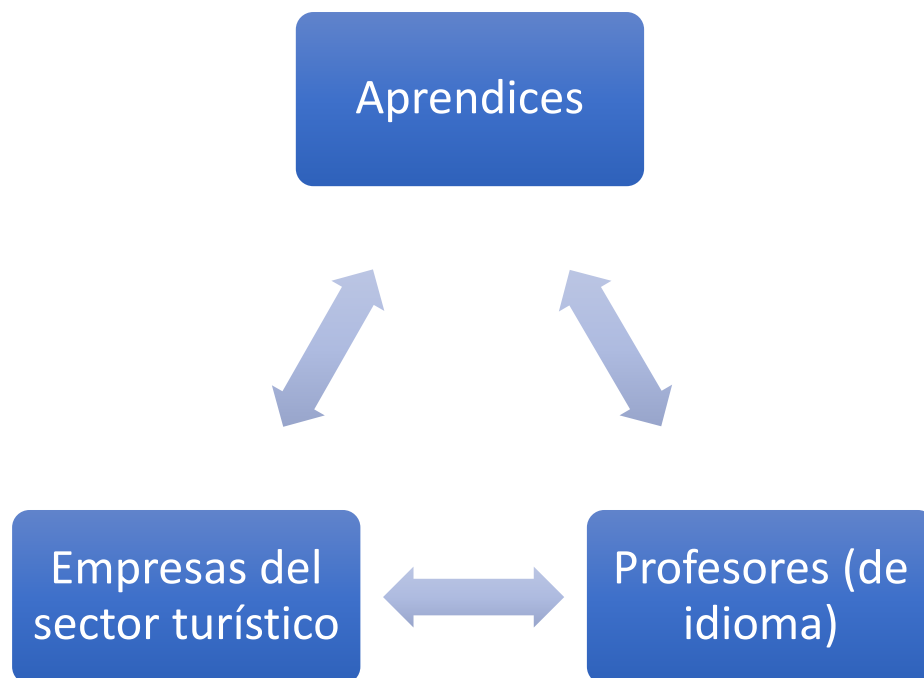
- extranjera, porque la comprensión del contenido de la asignatura es obligatoria.
- Se centra y evalúa el contenido de la materia, por lo que no se evalúa al alumno por su dominio del pasado simple (por ejemplo), sino por su capacidad para usarlo en los lugares apropiados.
 - Les da a los estudiantes una sensación de logro real. Están afrontando, hablando y escribiendo sobre material complejo en el idioma extranjero.
 - No se les pide que hablen sobre contenidos 'vox-pop' como en los libros de texto estándar para aprender idiomas (Pop Stars, Global Warming, My Favourite Auntie), donde el contenido se utiliza como esclavo para ilustrar una determinada estructura lingüística, sino porque el contenido es importante en sí mismo. En CLIL existe la posibilidad de que se les pida su opinión porque la expresión de opiniones (por ejemplo) es una competencia clave en el contenido del programa de estudios”.⁸⁵

Donde hay luz, también hay sombra. Esta sabiduría popular también se aplica a AICLE. Los críticos señalan que la tarea de impartir conocimientos profesionales y una lengua extranjera al mismo tiempo será difícil de implementar en el contexto de la formación profesional y el aprendizaje de adultos. Por banal que parezca, impartir contenidos técnicos siempre requiere lenguaje, y la enseñanza de idiomas siempre requiere contenidos técnicos. De hecho, en la vida cotidiana de las instituciones de formación, el enfoque AICLE corre el riesgo de desviarse de dos maneras: los profesores que enseñan en una lengua extranjera a menudo se centran en el contenido de la materia, mientras que la interacción y la comunicación lingüísticas se reducen al mínimo. Al mismo tiempo, existe el riesgo de que los conocimientos de lenguas extranjeras de los alumnos no sean suficientes para absorber plenamente la información especializada. Los profesores de lenguas extranjeras, por otro lado, tienden a limitar el nivel de detalle en el conocimiento técnico que imparten y no siempre dan la “nota correcta” en términos de relevancia práctica.

Los resultados del proyecto *Includmi* proporcionan asesoramiento técnico e instrucciones concretas para superar estas posibles debilidades en la práctica AICLE. Para clasificar correctamente estas instrucciones y utilizarlas con la mayor eficacia posible, parece apropiado echar una mirada al concepto de “comunidad de aprendizaje” y enfatizar la importancia de la creación de redes entre los diferentes actores, así como la relevancia de una reunión regular, intercambio estructurado y retroalimentación sobre los resultados del aprendizaje. Llegados a este punto sólo podemos ofrecer algunas reflexiones sobre este asunto. Sin embargo, nos gustaría señalar que se pueden encontrar explicaciones más detalladas y, sobre todo, consejos prácticos en el folleto titulado Guía metodológica para organizaciones de formación y empleadores de inmigrantes.

Elements of Learning Community

⁸⁵ Ball, P., ¿ Qué es CLIL?, disponible en línea: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>



Una comunidad de aprendizaje se puede representar en forma de un triángulo isósceles formado por los actores: estudiantes, profesores, especialmente profesores de idiomas, y empresas interesadas en la industria del turismo. Lo ideal es que todos estén interrelacionados activa y abiertamente.

Hasta ahora, a partir de las explicaciones de CLIL, ha quedado claro que existe una diferencia entre enseñar el idioma inglés y enseñar en inglés. El objetivo de la enseñanza del inglés es la adquisición de competencias lingüísticas en el idioma inglés. Pero la enseñanza del inglés requiere métodos y actividades didácticas que permitan transmitir con el mayor éxito posible tanto los contenidos técnicos como el lenguaje profesional. Por lo tanto, la clave para el éxito del aprendizaje en la calificación de los migrantes para las diferentes actividades de la industria turística radica en la autenticidad y relevancia de los contenidos transmitidos y los materiales utilizados.

Este imperativo de autenticidad y relevancia plantea una difícil tarea a los profesores. Esta dificultad - como señalan Morgado y Coelho - "... la hace aún más amenazadora para los entornos educativos..." ⁸⁶De manera similar, Ball sostiene: "Dado que toda práctica educativa, ya sea una actividad, una serie de actividades o una unidad didáctica, requiere la En el marco de un objetivo de resultado claro, ¿cómo describirá el profesor de idiomas la incorporación de "contenido más conceptual" en sus lecciones? Dado que los objetivos del profesor de lengua siguen siendo exclusivamente lingüísticos, ¿cómo pueden incluirse los demás objetivos de contenido para que puedan ser evaluados? Si los objetivos del

⁸⁶ Citado en: Almeida, M. Altina 2017, Aprendizaje integrado de contenidos y idiomas en la educación y formación profesional turística en Portugal, Maestría en Turismo y Comunicación, S. 65, disponible en línea: <http://hdl.handle.net/10400.26/19731>

contenido no se evalúan como objetivos de resultados (como lo hace el profesor de la materia), entonces es poco probable que el enfoque interese o convenza a los estudiantes... Los profesores de idiomas rara vez ofrecen el tiempo o la experiencia para llevar a cabo lo anterior. e incluso si lo hicieran, es necesario establecer más claramente el "cómo" de dicha colaboración. La incorporación del discurso temático en un programa de estudios de idiomas es una operación compleja y que requiere mucho tiempo, pero esto no significa descartar la posibilidad de que bien pueda representar el futuro de la enseñanza de idiomas".⁸⁷

La presente publicación y los ejemplos didácticos publicados en el anexo están dirigidos a aquellos profesores de idiomas que enseñan a inmigrantes en y para la industria turística con el objetivo de ayudarles a superar ciertas incertidumbres. Sin embargo, esto no puede ser más que una guía: un aumento real de las capacidades, tanto en términos de experiencia como de conocimientos lingüísticos, resultará de un intercambio activo entre profesores y empresas del sector turístico. Hay que subrayar con toda claridad que sin este intercambio activo, las lecciones seguirán siendo una "lección de inglés" ordinaria, que puede ayudar a los alumnos participantes a desarrollar buenas habilidades lingüísticas, pero no alcanzará su máximo potencial en lo que respecta a la adquisición de conocimientos especializados. y habilidades profesionales.

Los materiales de enseñanza y aprendizaje CLIL deben consistir en documentos auténticos existentes de la práctica de la industria del turismo (o materiales adaptados al nivel de dominio del idioma). Los materiales deben estar disponibles en una variedad de formatos multimedia y adaptados al contenido específico y a los objetivos de aprendizaje del idioma. De la experiencia de nuestro proyecto, también se puede determinar que "... los materiales CLIL apropiados deben cumplir estas otras características específicas:

- *Significativo, desafiante y auténtico*, basado en soporte impreso y/o videoclips, animaciones Flash, búsquedas web, podcasts, infografías y/u otros materiales interactivos en sitios web en inglés;
- *Entrada multimodal* que permite la presentación de temas específicos de múltiples maneras (mapas, diagramas, etc.) y así crea un entorno de enseñanza diversificado;
- Se tienen en cuenta diferentes estilos de aprendizaje e inteligencias múltiples;
- Se promueve la alfabetización visual para permitir una comprensión más profunda del contenido y las competencias específicas e ilustrar y aclarar mejor los asuntos complejos presentados en inglés".⁸⁸

Como en cualquier otra situación en el aula, los profesores que enseñan a inmigrantes en y/o para la industria del turismo en el idioma inglés basándose en CLIL deben encontrar o producir materiales de enseñanza y aprendizaje que correspondan a los objetivos de enseñanza y al nivel de los alumnos, tanto con respecto tanto al contenido como a las exigencias lingüísticas. Como han demostrado numerosos estudios, esta es una de las

⁸⁷ Ball, P. Definición de parámetros CLIL, versión en línea:

<https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

⁸⁸ Morgado, M. et al., 2015, Guía de formación CLIL Creación de una comunidad de aprendizaje CLIL en la educación superior, pág. 31, disponible en línea: <http://hdl.handle.net/10400.22/17933>

principales dificultades para la implementación de CLIL. El requisito de que los materiales tengan que ser lo más significativos, desafiantes y auténticos posible, obviamente deja la responsabilidad en los profesores y plantea un gran desafío para ellos. La tarea es encontrar materiales que apoyen la enseñanza y permitan el logro de los objetivos de aprendizaje sin reducir la complejidad de la materia ni ralentizar el ritmo del proceso de aprendizaje.

En este punto, vuelve a entrar en juego la importancia del networking, como ya se ha mencionado anteriormente. El intercambio continuo entre profesores y representantes de la industria turística puede facilitar el suministro de materiales adecuados. En los casos en que el lenguaje técnico sea demasiado complejo, los materiales pueden complementarse con instrucciones o explicaciones. Una transferencia de conocimientos con la industria del turismo proporcionará a los profesores los conocimientos técnicos necesarios y profundizará su comprensión de las diferentes características y requisitos laborales en la industria del turismo.

Si echamos una mirada retrospectiva a más de veinte años de intenso debate sobre el potencial de innovación pedagógico-didáctica de AICLE y las experiencias que los pioneros han adquirido en la práctica de las escuelas e instituciones de formación, todavía se plantean preguntas críticas. Por lo tanto, no sorprende que en los países europeos tanto los académicos como los profesionales se esfuercen por seguir desarrollando y apoyando eficazmente el diseño de lecciones. En este conjunto destacan especialmente las iniciativas del Centro Europeo de Lenguas Modernas del Consejo de Europa y del Grupo Graz, que tiene su "base" en Graz. Independientemente de la variedad de hallazgos científicos y conocimientos empíricos acumulados, la lista relativamente larga de publicaciones relevantes muestra una notoria falta de manuales o instrucciones orientados a la práctica sobre organización de la enseñanza, evaluación del desempeño y desarrollo de materiales en "CLIL-ing".⁸⁹

Al observar el panorama AICLE europeo resulta igualmente sorprendente que varias "realidades AICLE " parecen haber surgido. Hay variantes duras de CLIL, así como variantes blandas. CLIL se enseña en las escuelas primarias y secundarias, y CLIL también se ha abierto camino en la educación superior, donde se promueve como un método con visión de futuro. En esta evidente diversidad de AICLE, parece haber dos puntos ciegos: la educación y formación profesional para la industria del turismo y la formación lingüística para inmigrantes.

El proyecto Erasmus+ ***Inclusión de inmigrantes por ocupación cualificada en la industria turística*** pretende arrojar algo de luz sobre estos puntos ciegos. Sin embargo, nuestra contribución debe entenderse como un primer intento de ofrecer apoyo concreto a los docentes en estas áreas. Por lo tanto, nos exponemos con gusto a la crítica colegiada

⁸⁹ Una de las pocas publicaciones que se propone explícitamente la tarea de proporcionar orientación orientada a la práctica sobre la organización de lecciones, la evaluación del desempeño y el desarrollo de materiales es el manual en línea *Implementación CLIL con conjuntos de recursos para profesores, estudiantes y alumnos*. Este manual, que fue elaborado como parte de un proyecto europeo, está disponible en varios otros idiomas y en línea: <https://languages.dk/clil4u/>

e invitamos a nuestros lectores a compartir sus ideas y referencias.

Onlar olmadan mutfak soğuk kalır ve yataklar dağınık kalır...

Bu özlü sözler, göçmen işçilerin Avrupa çapında turizm endüstrisindeki önemini vurgulamaktadır. Bölgesel farklılıklara rağmen bu sektör yıllardır artan vasıflı işgücü açığıyla mücadele etmektedir.

Alman turizm endüstrisi meslek birliği (DEHOGA) tarafından yakın zamanda yapılan bir ankete göre, Haziran 2022'de Alman otel veya restoran işletmelerinin %60'ından fazlası yardımcı personelin yanı sıra nitelikli çalışanlar aramaktadır. Veriler, covid salgınının bu istikrarsız durumu daha da kötüleştirdiğini gösteriyor.⁹⁰ Bununla birlikte, pandeminin ötesinde, turizm endüstrisindeki vasıflı işgücü eksikliği yıllardır temel bir sorun olmuştur.⁹¹

Avrupa Birliği'nin hemen hemen tüm üye ülkelerinde, giderek daha az insan turizm ve konaklama sektöründeki çalışma koşullarını kabul etmeye isteklidir: çekici olmayan çalışma saatleri (sabahın erken saatleri, akşam geç saatlerde, pazar günleri ve resmi tatiller) ve nispeten düşük ücretler.

⁹⁰ Uzun yıllardır - hatta korona salgınından önce - uzmanlar, turizm endüstrisinde bir "yeterlilik-girişiminin" gerekliliğinin altını çiziyor:

„Yirmi birinci yüzyıl turizm eğitimcileri ve kariyer arayanlar yeni zorluklarla karşı karşıya: çağdaş turizm endüstrisinin dinamik ve karmaşık doğası göz önüne alındığında, öğrencilerin kültürlerarası ve ilişkisel iletişim gibi önümüzdeki on yıllar için sektörle ilgili becerilerle donatılması gerekiyor; liderlik; sorumluluk; ve içerik/bağlama dayalı alana özgü beceriler, yani BİT'te. Teknolojideki değişimlere ve ortaya çıkan iş gücünden beklenen iş türlerine paralel olarak bu becerilere yönelik benzeri görülmemiş bir talep oluşmuştur. Yeni ve yenilikçi teknolojiler ve küreselleşmenin etkisi ile değişen tüketici beklentileri, hem otelcilik hem de turizm endüstrisinde ve akademik programlarda önemli değişimlere neden olmuştur. Sektör, yiyecek ve içecek, ulaşım, konaklama, sanat ve eğlence gibi çok çeşitli hizmetleri kapsadığından ve karmaşıklığı artmaya devam ettiğinden, belirli sektör ihtiyaçlarını aşan kültürler arası becerilere sahip yüksek vasıflı personele yönelik artan bir talep var.....İnsan kaynakları politikası, sağladıkları hizmetin kalitesini ve turizm teklifinin rekabet edebilirliğini yükseltmek için profesyonellerin niteliklerinin ve becerilerinin geliştirilmesine odaklanmalıdır.” Almeida, M. Altina 2017, Portekiz'de Turizmde Mesleki Eğitim ve Öğretimde İçerik ve Dil Bütünleşik Öğrenme, Turizm ve İletişim Yüksek Lisans Derecesi, s. 51, çevrimiçi olarak erişilebilir: <http://hdl.handle.net/10400.26/19731>

⁹¹ Birkaç ay süren sokağa çıkma yasağı ve kısa süreli çalışma da dahil olmak üzere iki yıllık pandemide, otel ve yemek endüstrisindeki çalışanların büyük bir kısmı kendilerini yeniden yönlendirmek zorunda kaldı. Bakınız: Ortak basın açıklaması: Dernekler, konaklama endüstrisindeki zorlukları sınırların ötesinde ele alıyor, 28.6.2022,

Çevrimiçi olarak mevcut: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

Bu boşluğu doldurmak için turizm endüstrisi göçmenlere açıkça giriş seviyesi işler teklif etmiştir. Böylece, Avrupa genelinde konaklama sektörü, göçmenlerin işgücü piyasasına entegrasyonu için mükemmel bir sektör haline gelmiştir. Turizm ve konaklama sektöründe göç biyografisi olan çalışan sayısına ilişkin kesin verilere ulaşmak zordur. Bunun nedeni, karşılaştırılabilirliği ve istatistiksel doğruluğu elde etmeyi zorlaştıran gruba tanımlamak için çeşitli farklı kriterlerin kullanılması olabilir. Güvenilir veri toplama görevi, turizm sektöründeki iş sözleşmelerinin genellikle güvencesiz ve geçici olduğu ve raporlama zorunluluğu olmadığı gerçeğiyle daha da karmaşık hale gelmektedir. Avrupa Birliği istatistik ofisine göre turizm sektöründe 13 milyon kişi istihdam ediliyor ve bunların %18'i diğer AB ülkelerinden ya da sözde “üçüncü ülkelerden” gelen yabancılardan oluşuyor.⁹² Bazı AB ülkelerinde bu sektörde çalışan yabancıların yüzdesi, bu AB ortalamasının önemli ölçüde üzerindedir. Avusturya'daki işgücü piyasası istatistiklerine göre, konaklama sektöründeki tüm çalışanların %52'si yabancıdır (Vienna'da, hatta %60'ı, çoğunlukla Macaristan'dan veya diğer AB üye ülkelerindendir).⁹³ Almanya'da ticaret odası DEHOGA, turizm sektöründeki tüm çalışanların %35'inin yabancı olduğunu belirtmektedir. DEHOGA CEO'su Ingrid Hartges haklı olarak “oranın daha yüksek olduğu başka bir branş olmadığını” iddia ediyor.⁹⁴

Branş temsilcileri, sendikacılar ve bilim adamları, sektörde yabancı istihdamının da sorun yarattığı konusunda hemfikirdir. Konuyla ilgili çok farklı bakış açılarına rağmen, tüm uzmanlar yabancı işçi çalıştırmanın getirdiği zorluklara değinmektedir. İstikrarsız çalışma koşulları (yasadışı istihdam dahil), yüksek dalgalanma, somut iş için niteliklerin olmaması (ancak anavatanında elde edilen eğitim düzeyi genellikle yüksektir) ve düşük düzeyde bir dil yeterliliği, konuyla ilgili çoğu tartışmada tekrar eden temalardır. AB, ILO, OECD ve UNWTO, ilgili strateji belgelerinde, turizm endüstrisinin gelecekteki uygulanabilirliği ve sürdürülebilirliği adına ve göçmen çalışanlar için etkili entegrasyon beklentileri yaratma hedefiyle, bu sorunlara yaklaşmak için eşit derecede girişimler çağrısında bulunmaktadır. Turizm sektörünün gelişmesi, sektörün personeline kaliteli hizmet ve ürünlerin sağlanması için gerekli nitelikleri kazandırmasına bağlı olacaktır.

Includmi – göçmenlerin başarılı entegrasyonunun anahtarı

⁹² Öte yandan, Avrupa Birliği İstatistik Ofisi, Estonya, Litvanya ve Romanya'da turizm sektöründe istihdam edilen toplam kişi sayısı içinde yabancıların oranını %3'ün altında tahmin etmektedir. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

Bu rakamlar, Ukrayna'dan gelen mülteci akınının etkisini yansıtmamaktadır. Ancak, bunların önemli bir kısmının artık turizm endüstrisinde işe başladığı varsayılabilir.

⁹³ Kurier: 10.10.2021, Çevrimiçi olarak mevcut: <https://kurier.at/wirtschaft/rekord-bald-eine-million-auslaendische-arbeitskraefte-in-oesterreich/401764560>

⁹⁴ Ortak basın açıklaması: Dernekler, konaklama endüstrisindeki zorlukları sınırların ötesinde ele alıyor, 28.6.2022, Çevrimiçi olarak mevcut: https://www.dehoga-bundesverband.de/presse-news/pressemitteilungen/detail/news/gemeinsame-pm-verbaende-packen-herausforderungen-im-gastgewerbe-laenderuebergreifend-an/?tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&cHash=31050ec3d84615617ec415586528e235

Son yıllarda turizm endüstrisi, göçmenlere kendi ev sahibi ülkelerinde iş piyasasına girme fırsatı sunan binlerce ve binlerce iş yaratmıştır.

Pazar projeksiyonlarına göre, turizm sektörü gelecekte yabancı işçilere bağımlı olmaya devam ederken, göçmen işçilerin oranının daha da artması muhtemeldir. Paradoksal olarak, artan göçmen istihdam oranı sektörün yapısal sorunlarından hiçbirini çözmemiştir. Sektör beceri eksikliğinden muzdarip olsa da, göçmenler hala öncelikle vasıfsız işlerde çalışmak üzere işe alınıyor ve çoğunlukla geçici veya yarı zamanlı olarak istihdam ediliyor. Otel ve yiyecek-içecek endüstrisinde kalifiye personel için artan ve her zamankinden daha acil olan talep bu nedenle karşılanamıyor. Ayrıca, genellikle güvencesiz çalışma koşullarıyla birleşen nispeten düşük ücretler⁹⁵, yabancı çalışanların büyük bir bölümünün uzun vadede beklentilerinin karşılanamamasının belirleyici nedenleridir. Turizm sektöründe hakim olan yüksek işçi devri, böylece azalmak yerine daha da şiddetlenmektedir.

Erasmus+ projesi *Inclusion of Migrants by Qualified Occupation in the Tourism Industry – Includmi* (Göçmenlerin Nitelikli Mesleğe Göre Turizm Endüstrisine Dahil Edilmesi – Includmi), bu bağlamda ortaya çıkan sorunların karmaşıklığını incelemektedir. Proje, göçmen istihdamı için daha sürdürülebilir bir temel sağlamayı amaçlıyor ve adil ücretleri teşvik ediyor. Bu amaca ulaşmak için kilit bir yaklaşım, nitelik ve yeterlilik eğitimidir. Mevcut katkı, *Includmi* projesinin amacını resimleyecek ve açıklayacaktır.

UNWTO'ya göre⁹⁶ - COVID-19 salgınına giden yıllarda - Avrupa ülkeleri turistik amaçlı girişlerin sayısında istikrarlı bir artış görmüştür. 2019 yılında giriş sayısı toplam 744 milyona yükselmiştir. Aşağıdaki veriler, *Includmi* proje ortaklığına ait kurumların menşe ülkelerinden iletilmiştir:

Ülke	Turistik Amaçlı Giriş Sayısı 2019, Milyon,
Avusturya	22,7
Fransa	90,9
Almanya	35,2
Malta	2,8
İspanya	83,5
Türkiye	51,2

İstatistiki veriler, gelen turistlerin çoğunun Avrupa içinden geldiğini gösteriyor: Türkiye'de tüm ziyaretçilerin %78'i ve İspanya'da %91'i başka bir Avrupa ülkesinden

⁹⁵ Örneğin, 2018'de AB'de ortalama saatlik ücret 15,7 avro civarındayken, otelcilik sektöründe saat başına yalnızca 11,0 avro ödeniyordu. İstatistiklere göre, bu fark özellikle Almanya'da (toplam ekonomiye göre ortalama saatlik ücret 20,20 € ve otel endüstrisinde 12,50 €) ve Avusturya'da (ekonominin tamamına göre ortalama saatlik ücret: 17,80 € ve Otel endüstrisinde €11,60).

Bkz: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_industries_-_employment&oldid=445425#Characteristics_of_jobs_in_tourism_industries

⁹⁶ Bakınız: <https://www.unwto.org/tourism-data/global-and-regional-tourism-performance>

geliyor. Bununla birlikte, ilgili istatistiklere dayanarak, bu turistlerin ziyaret ettikleri ülkenin ulusal diline ne derece hakim oldukları veya iletişim kurmak için başka hangi dilleri kullandıkları konusunda herhangi bir iddiada bulunulamaz. Bununla birlikte, küreselleşmenin dilbilimsel sonuçları giderek daha belirgin hale geliyor ve hiç şüphe yok ki birçok yabancı dile hakimiyet ve kültürlerarası duyarlılık, turizm endüstrisinde başarılı iletişim için temel gereksinimler haline gelmektedir.

Bununla birlikte, diğer birçok resmi AB belgesi, İngilizcenin ekonomik ve sosyal değişim için önemini açıkça tartışmaktadır. 2015 gibi erken bir tarihte, Avrupa Komisyonu 'Yabancı Dil Yeterliliği ve İstihdam Edilebilirlik Üzerine Çalışma' belgesinde kesin bir netlikle şunu vurguladı: "İngilizce, uluslararası ticarete ve hizmet sunumunda açık ara en önemli dildir."⁹⁷ İnternetin ilerlemesinden ve aynı anda küreselleşmenin yayılmasından kaynaklanan ekonomik ve sosyal değişimler göz önüne alındığında, İngilizce artık klasik, eğitilmiş orta sınıf anlamında bir dil olarak değil, temel bir yeterlilik olarak sunuluyor. Bu nedenle, projemizin temel dayanağı olan İngilizcenin özellikle turizm endüstrisinde merkezi bir rol oynadığı fikri çok da abartılı değil.⁹⁸ Bu nedenle, İngilizce diline hakim olmak, güvenli bir çalışma ortamının oluşturulması için temel bir gerekliliktir. Müşterilerle doğrudan temas halinde olan çalışanlar için de yüksek hizmet kalitesinin sağlanması ön koşuldur.⁹⁹

Giderek daha fazla turizm endüstrisi temsilcisi de bu sonuca varıyor. Yemek ve otelcilik sektöründeki akut işçi sıkıntısı, işletmeler arasında işçi bulmak için belirgin bir rekabeti tetikledi. Yalnızca yarı vasıflı veya vasıfsız işçi alımının ötesine geçen uzun vadeli istihdam stratejileri geliştirmek, ekonomik hayatta kalma meselesi haline geldi. Turizm endüstrisindeki şirketler için, adil çalışma koşulları oluşturmak ve çalışanlarına - özellikle göçmenlik geçmişi olanlara - mesleki gelişimlerini ilerletmek ve çok çeşitli kariyer fırsatlarını teşvik etmek için eğitim fırsatları sunmak her zamankinden daha önemli. Ulusötesi Erasmus+ projesi *Includmi*'nin amacı, bu girişime katkıda bulunmaktır.

⁹⁷ Avrupa Komisyonu, İstihdam, Sosyal İşler ve İçerme Genel Müdürlüğü, Humburg, M., Beadle, S., Smith, R., ve diğerleri, Yabancı dil yeterliliği ve istihdam edilebilirlik üzerine çalışma: nihai rapor, Yayın Ofisi, 2017, mevcut çevrimiçi: <https://data.europa.eu/doi/10.2767/908131>

⁹⁸ 2021 yılında Antalya'nın turistik çekim merkezindeki 5 yıldızlı otellerde yöneticiler ve yabancı çalışanlar arasında yapılan bir araştırma, yabancı çalışan çalıştırmadaki en önemli nedenin dil becerileri olduğunu açıkça ortaya koyuyor: Sadece animasyon departmanında değil, ön departmanlarda (yiyecek-içecek, ön büro gibi) çalışan tüm çalışanların belli bir seviyede olması gerekmektedir. Bu nedenle, en azından bu araştırma kapsamındaki otel yöneticileri, misafir profillerinin konuştuğu dillere hakim Türk personel bulmakta zorluk çekmektedir. Bu bağlamda Türkiye'de turizm sektöründe kariyer yapmak isteyen veya herhangi bir düzeyde turizm eğitimi alan gençlerin Türkiye'ye gelen ağırlıklı misafir profili dikkate alınarak yabancı dil bilgi düzeylerinin geliştirilmesi önerilmektedir. Erdem, B., Turkmendag, T., Akgoz, E., & Gok, T. (2021), Otelcilik Sektöründe Yabancı İşçi İstihdamı: Antalya'daki Beş Yıldızlı Otellerden Elde Edilen Kanıtlar, içinde: Journal of Tourismology, Nr. 7, S. 48, çevrimiçi olarak erişilebilir: <https://doi.org/10.26650/jot.2021.7.1.0002>

⁹⁹ *Arka ofislerde*, mutfaklarda ve otel koridorlarında giderek daha fazla sayıda çok uluslu ekibin günlük uygulamanın bir parçası haline geldiği de iddia edilebilir. Alandaki uzmanlar, bu durumlarda İngilizcenin bu ekiplerde *ortak dil* olarak geçerli olacağını varsaymaktadır.

Proje, sektördeki göçmenler için adil, sürdürülebilir ve uzun vadeli istihdam ilişkilerini teşvik etme ve genişletme çabalarında turizm endüstrisindeki paydaşları, eğitim merkezlerini ve danışmanlık ajanslarını desteklemeyi amaçlamaktadır.

Projemiz, göçmenler için İngilizce dil becerilerinin geliştirilmesinin istihdam fırsatlarında önemli bir artışla el ele gideceği varsayımı üzerinde çalışmaktadır. *Includmi*, pratik didaktik ve metodolojik araçların yanı sıra göçmenlerin İngilizce dilinde sektöre özel mesleki eğitimleri için somut yardım sağlar. Katılımlı ortaklık çalışması, iki çevrimiçi yayınlara sonuçlandı. Mevcut kılavuz **CLIL Methodological and Resource Guide for Adult Language Trainers** (CLIL Yetişkin Dili Eğitimcileri için Metodolojik ve Kaynak Kılavuzu), öğretmenlere yöneliktir ve kapsamlı bir eğitim örnekleri koleksiyonu içerir. İkinci yayın, **Methodological Guide for Training Organizations and Employers of Migrants** (Göçmenlerin Eğitim Kuruluşları ve İşverenleri için Metodolojik Kılavuz) başlığını taşımaktadır.

Erasmus+ projesi *Includmi*, AB ve Türkiye'den 24 ay boyunca işbirliği yapan altı kurumdan oluşmaktadır. Katılımcı kuruluşlar şunlardır: Society for Inclusion and Social Work (Almanya), Service Civil International Austria (Avusturya), Institute de laformation professionnelle en région académique Normandie (Fransa), Future Focus Ltd (Malta) Asociación de Empresarios Gallegos de Aragón y Riberas del Ebro (İspanya) ve İzmit İlçe Millî Eğitim Müdürlüğü (Türkiye). Bu kuruluşlar, ilgili çalışma alanlarına ve kurumsal düzenlemelerine göre önemli ölçüde farklılık gösterir. Bu farklılıklara rağmen bu çeşitlilikten önemli sinerji etkileri elde edilmiştir. Çeşitli profesyonel geçmişlerden ve uzmanlık alanlarından gelen her ortak, belirli kaynaklara ve becerilere katkıda bulunabilmiştir. *Includmi*, mesleki ve mesleki eğitimlerde uzmanlaşmış kurumlardan, bir dil okulundan, göçmenler için danışma merkezlerinden ve turizm endüstrisindeki girişimci birliğinden oluşur. Bireysel proje ortaklarının her biri profesyonel deneyimlerini projeye taşımıştır.

Bireysel *Includmi* ortaklarının farklı deneyim ufukları ve çeşitli becerileri, ortak proje için en önemli varlık olduğunu kanıtlamıştır. Başından beri, proje basitçe güncellenmiş öğretim materyalleri "*Gastronomide İngilizce*" ya da İngilizce dersleri için turizm endüstrisine uyarlanmış bazı gözden geçirilmiş kılavuzlar yaratmayı amaçlamamıştır. Ortaklar arasında kararlaştırılan hedef çok daha iddialıdır: Proje, didaktik ve metodolojik materyaller geliştirme zorluğunu ve ayrıca sektöre özel İngilizce dilinde, özellikle göçmenlerin bakış açısıyla ve onların özel eğitim ihtiyaçları temelinde somut destek vermeyi kabul etmiştir.

Bu iddianın arkasında ne var? Birincisi, göçmenlerin deneyim ufkunu ve somut yaşam dünyalarını süs, çok renkli aksesuarlar olarak ele almamak ve/veya yüzeysel kültürlerarası gerçekleri ilgili metinlere veya öğretim örneklerine dahil etmemek önemlidir. Bunun yerine, öğrenme üzerinde güçlü bir etkiye sahip olan iki husus dikkate alınmalıdır:

1. Eğitim biyografileri ile ilgili olarak, göçmenler çok farklı geçmişlere sahiptir. Çoğu zaman, "gereğinden fazla niteliklidirler" ve "yanlarında getirdikleri" eğitim

nitelikleri, ilgili işin eğitim gerekliliklerinin üzerindedir.¹⁰⁰ Hem teori hem de ampirik veriler, bu koşulların öğrenme davranışı ve öğrenme ilerlemesi üzerinde oldukça olumlu bir etkiye sahip olabileceği iddiasını desteklemektedir. Dil eğitimleri tasarlanırken eğitim düzeyi dikkate alınmalıdır. (Ancak bunun tersinin de olabileceğini unutmamak gerekir: Bazı durumlarda kendi ülkelerinde kazanılan eğitim nitelikleri ilkökul eğitiminden öteye geçmez).

2. Göçmenler için İngilizce dil eğitimine katılmak genellikle fazladan bir öğrenme çabası gerektirir. Çünkü bu eğitim, ev sahibi ülkenin dilindeki eğitime ek olarak, hatta belki de buna paralel olarak gerçekleştirilmektedir. Bu bağlamda İngilizce öğrenmek genellikle üçüncü, dördüncü veya beşinci bir dili öğrenmekle eşdeğerdir..

Bu özel koşullar, göçmenlerle çalışan öğretim kadrosundan kesinlikle “normal” seviyenin ötesine geçen yüksek düzeyde bir didaktik yetenek talep etmektedir.

CLIL - göçmenlerin dil eğitimi için muhtemelen en etkili yöntem

AB üye devletlerinin yabancı dil eğitimi alanında olduğu kadar, göçmenler için ev sahibi ülkelerin ilgili dillerinde dil eğitimi alanında da çeşitli metodolojik yaklaşımlar ve didaktik yaklaşımlar vardır.

1990'ların başından bu yana, metodolojik bir paradigma ortaya çıkmış ve kendini sağlamlaştırmıştır. İçerik ve Dil Entegre Öğrenimi - CLIL, Finlandiyadaki Jyväskylä Üniversitesinden David Marsh, bu metodolojiyi "...konuların veya konuların bölümlerinin, içeriğin öğrenilmesi ve bir yabancı dilin aynı anda öğrenilmesi olmak üzere çift odaklı amaçlarla bir yabancı dil aracılığıyla öğretildiği durumları ifade eder" olarak adlandırır.¹⁰¹ Bazıları için CLIL'in popülaritesinin nedeni, post-modern, uygulamaya yönelik bir kavramı içeren "ikili liderliği"dir; burada: "...hem içerik hem de dilin öğrenilmesi ve öğretilmesi için ek bir dil kullanılır. Yani, öğretme ve öğrenme sürecinde sadece içeriğe ve sadece dile odaklanma yoktur. Vurgu belirli bir zamanda biri veya diğeri üzerinde daha fazla olsa bile, her biri iç içe geçmiştir. CLIL yeni bir dil eğitimi biçimi değildir. Konu eğitiminin yeni bir biçimi değildir. Her ikisinin yenilikçi bir birleşimidir."¹⁰²

¹⁰⁰ Slovakya'da yakın zamanda gerçekleştirilen ampirik bir çalışma, diğer eski Avrupa ülkelerinin turizm endüstrisi üzerine yapılan diğer araştırmalara da yansıyan şu sonuca varıyor: "Özetlemek gerekirse, göçmen ağırlama başvuru sahiplerinin böyle bir iş için gereğinden fazla nitelikli oldukları sonucuna varıyoruz. Uygun bir Slovak dili hakimiyetine ve edinilmiş eğitime rağmen, başvuranların konaklama işgücü piyasasına girme kolaylığı ve daha önce deneyime sahip olmaları nedeniyle böyle bir işi seçtikleri kanısındayız." Přivara, A., Kiner, A. (2020), Slovak Konaklama Endüstrisinde Göçmen İstihdamı: Profiller, Deneyim ve Eğitim, içinde: Journal of Tourism and Services, Nr. 21, S. 178.

¹⁰¹ Marsh, D.2002,İçerik ve dil bazlı eğitim: Avrupa Boyutu – Eylemler, Eğilimler ve Öngörü Potansiyeli, alıntı: CLIL nedir?, çevrimiçi olarak erişilebilir: <https://www.teachers-corner.co.uk/what-is-clil/>

¹⁰² Coyle, D., Hood, P., Marsh, D. 2010, CLIL: İçerik ve Dil Bütünleşik Öğrenme, çevrimiçi olarak erişilebilir: https://assets.cambridge.org/97805211/30219/excerpt/9780521130219_excerpt.pdf

Diğer yorumcular, CLIL'i kültürlerarası bir bağlamda yetişkin göçmenler için dil eğitimlerinde kullanmanın bariz avantajlarını vurgulamaktadır ve bu avantajlar aşağıdaki şekilde özetlenebilir:

- **CLIL'in ikili bir amacı vardır**

Uygulamada, kursiyerler belirli bir konu içeriğini ve bir yabancı dili aynı anda öğrenirler. CLIL bir bakıma bir taşla iki kuş vurmaktadır. Geleneksel olarak, mesleki eğitimde veya mesleki yeterlilikte, birbirinden bağımsız olarak düzenlenen farklı alt sistemler – genel eğitim, mesleki eğitim ve dil eğitimi – vardır. CLIL, uygun öğretim yöntemleriyle köprüler kurmaya çalışır.

- **CLIL zaman kazandırır**

Bir yabancı dil edinimi ile uzmanlık içeriğinin çalışılmasının birleştirilmesi olasılığı, günlük eğitim hayatında oldukça yaygın olan bir çatışmayı ortadan kaldırır: mevcut ders süresi ve istenen öğrenme hedefi genellikle birbiriyle rekabet eder. Turizm endüstrisinde çalışmak için gerekli olan konu içeriğini ev sahibi ülkenin çoğunluk dilinde ayrı ayrı öğretmek yerine, CLIL bu bilgiyi İngilizce dersi bağlamında edinme imkanı sunar. Bu, iyi hazırlanmış ve gerekli teknik içeriğe uyarlanmış olduğu sürece, öğrenciler aynı profesyonel teknik kavramları ve becerileri edinirler, ancak dil becerilerinin gelişimi için çok önemli bir faktör olan İngilizceye maruz kalmak için daha fazla zamana sahip olurlar. Göçmenler açısından, zamandan tasarruf, CLIL yönteminin özel bir avantajı gibi görünmektedir. Göçmenler, kendi hayatlarını olabildiğince çabuk kazanmak için aşırı ekonomik baskı altındadır. Ayrıca, göçmenlerin mesleki nitelikler kazanmalarına yönelik destek programları genellikle yalnızca sınırlı bir süreye sahiptir. Sınıflar genellikle yalnızca birkaç hafta veya ay sürer. Finansman programları iki veya üç yıl süren resmi eğitim sağlamaz. Son olarak, göçmenleri işe alan veya göçmen çalışanları iş başında eğiten şirketler de, iş gücünün hızlı mevcudiyetine bağlı oldukları için zaman sıkıntısı yaşıyorlar.

- **CLIL pedagojik uygulamayı değiştirir**

Kursiyerlerin konuyu anlamalarını ve özümsemelerini sağlamak için, sınıf uygulamalarında önemli değişiklikler gereklidir. CLIL açıkça içerik odaklıdır, aktarılan teknik içerik esasen dersin dil içeriğini belirler. CLIL'in getirilmesi zorunlu olarak bu tür "dönüşümleri" gerektirir, ancak göçmenlerin kalifikasyonu söz konusu olduğunda bu gereklilik daha da acildir:

o Dil öğretmenlerinin, kursiyerlerin de içeriği anladığından emin olmak için günlük öğretim uygulamalarını ve metodolojilerini uyarlaması gerekir. Verilen dil yeterliliği düzeyinde teknik bilgilerin daha fazla açıklanması için daha fazla zaman gereklidir.

o Öğretmenler içeriği basitçe "aktaramaz" ve izleyicilerinin içeriği anladığını varsayamazlar. Çok çeşitli pedagojik kaynaklar, profesyonel kavram ve becerilere daha fazla önem vermelidir.

o Kullanılan öğretim materyalleri (eke bakınız) ikili hedefi açıkça yansıtmalıdır. CLIL materyalleri, müfredatın temalarını yabancı dilde çok net bir şekilde sunmalıdır. Örneğin, standart dil kurslarında öğretim materyalleri dilbilgisi kurallarını göstermek ve uygulamak için dilsel işlevlerine göre seçilir. CLIL materyalleri - aksine - öncelikle konu içeriğine göre seçilir, örneğin sık sık tekrar eden otel resepsiyonlarındaki veya yiyecek ve içecek yönetimindeki süreçler.

o CLIL içeriğe odaklanır ve konu ile ilgilidir. Ana hedef, kursiyerlerin profesyonel dili ve ilgili kelime dağarcığını öğrenmesidir.

- **CLIL kursiyerlerin motivasyonunu güçlendirir**

Eğitim ve mesleki eğitimdeki uygulayıcıları hedefleyen bir yayında, yazarlar apodik bir şekilde CLIL'in öğrenme iştahını uyandırdığını iddia ediyorlar. Sunulan argümanlar çok inandırıcıdır ve aşağıdaki gibi özetlenebilir:

- o “Konu içeriğinin anlaşılması zorunlu olduğu için yabancı dil düzeyinin öğrenilmesi ve geliştirilmesi için gerekçeler sunar.
- o Konu içeriğine odaklanır ve değerlendirir, böylece öğrenci Past Simple (örneğin)'daki ustalığı yerine onu uygun yerlerde kullanma becerisi üzerinden değerlendirilir.
- o Öğrencilere gerçek bir başarı hissi verir. Yabancı dildeki karmaşık materyallerle başa çıkıyor ve bunlar hakkında konuşuyor ve yazıyorlar.
- o Standart dil öğrenme ders kitaplarında (Pop Yıldızları, Küresel Isınma, Favori Teyzem) olduğu gibi - içeriğin belirli bir dil yapısını göstermek için bir köle olarak kullanıldığı - 'vox-pop' içeriğini tartışmaları istenmiyor; içerik başlı başına önemlidir. CLIL'de fikirlerinin sorulması ihtimali vardır çünkü fikirlerin ifade edilmesi (örneğin) müfredat içeriğinde kilit bir yeterliliklerdir.”¹⁰³

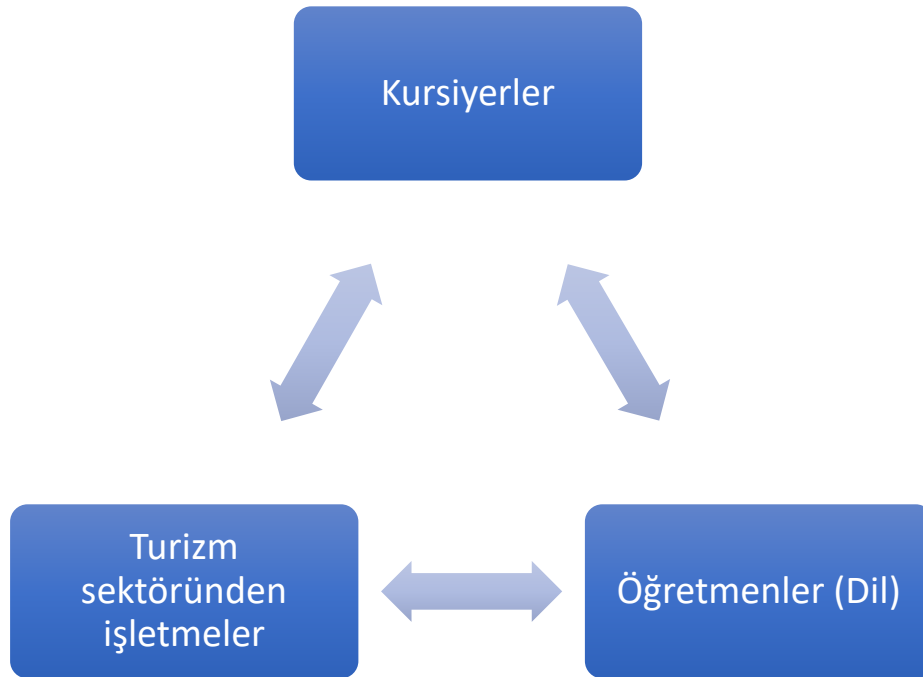
Işığın olduğu yerde gölge de vardır. Bu popüler bilgelik CLIL için de geçerlidir. Eleştirmenler, mesleki bilgi ve bir yabancı dili aynı anda aktarma görevinin, mesleki eğitim ve yetişkin öğrenimi bağlamında uygulanmasının zor olacağına işaret ediyor. Kulağa ne kadar sıradan gelse de, teknik içeriğin aktarılması her zaman dil gerektirir ve dil öğretimi her zaman teknik içerik gerektirir. Aslında, eğitim kurumlarının günlük yaşamında CLIL yaklaşımı iki şekilde yoldan çıkma riskini taşır: yabancı dilde eğitim

¹⁰³ Ball, P., CLIL nedir?, çevrimiçi olarak erişilebilir: <https://www.onestopenglish.com/clil/article-what-is-clil/500453.article>

veren branş öğretmenleri genellikle konu içeriğine odaklanırken dilsel etkileşim ve iletişim minimuma indirilir. Aynı zamanda, kursiyerlerin mevcut yabancı dil becerilerinin uzmanlık bilgilerini tam olarak özümsemek için yeterli olmaması riski vardır. Öte yandan yabancı dil öğretmenleri, verdikleri teknik bilgideki ayrıntı düzeyini sınırlama eğilimindedir ve pratik alaka açısından her zaman "doğru notayı" tutturamazlar.

Includmi projesinin sonuçları, CLIL uygulamasındaki bu olası zayıflıkların üstesinden gelmek için teknik tavsiyeler ve somut talimatlar sağlar. Bu talimatları doğru bir şekilde sınıflandırmak ve mümkün olan en etkin şekilde kullanmak için, "öğrenme topluluğu" kavramına bir göz atmak ve farklı aktörler arasındaki ağ oluşturma'nın önemini yanı sıra öğrenme çıktıları üzerinde düzenli, yapılandırılmış bir alışveriş ve geri bildirimin önemini vurgulamak uygun görünmektedir. Bu noktada, bu konuda sadece birkaç fikir sunabiliriz. Bununla birlikte, Göçmenlerin Eğitim Kuruluşları ve İşverenleri için Metodolojik Kılavuz adlı broşürde daha ayrıntılı açıklamaların ve her şeyden önce pratik tavsiyelerin bulunabileceğini belirtmek isteriz.

Öğrenme Topluluğunun Unsurları



Bir öğrenen topluluk, aktörler tarafından oluşturulan bir ikizkenar üçgen şeklinde tasvir edilebilir: kursiyerler, öğretmenler, özellikle dil öğretmenleri ve turizm endüstrisindeki ilgili işletmeler. İdeal olarak, hepsi aktif ve açık bir şekilde birbiriyle ilişkilidir.

Buraya kadar CLIL'in açıklamalarından, İngilizce öğretmek ile İngilizce dilini öğretmek arasında fark olduğu anlaşılmıştır.

İngilizce öğretmenin amacı, İngilizce dilinde dilsel yeterliliklerin kazanılmasıdır. Ancak İngilizce öğretmek, hem teknik içeriği hem de profesyonel dili mümkün olduğunca başarılı bir şekilde aktarmaya izin veren yöntemler ve didaktik faaliyetler gerektirir. Bu nedenle, turizm endüstrisindeki farklı faaliyetler için göçmenlerin kalifikasyonunda öğrenme başarısının anahtarı, iletilen içeriğin ve kullanılan materyallerin özgünlüğü ve uygunluğunda yatmaktadır.

Bu özgünlük ve ilgililik zorunluluğu, öğretmenler için zor bir görev oluşturmaktadır.

Bu zorluk - Morgado ve Coelho'nun işaret ettiği gibi - "... onu eğitim ortamları için daha da tehdit edici hale getiriyor..."¹⁰⁴ Ball, benzer şekilde tartışır: "Bir etkinlik, bir dizi etkinlik veya bir öğretim birimi olsun, tüm eğitim uygulamaları net bir sonuç hedefinin operasyonel çerçevesini gerektirdiğinden, dil öğretmeni 'daha kavramsal içeriğin' derslerine dahil edilmesini nasıl tanımlayacak? Dil öğretmenin hedefleri yalnızca dilbilimsel kaldığından, değerlendirilebilmeleri için diğer içerik amaçları nasıl dahil edilebilir? İçerik hedefleri sonuç hedefleri olarak değerlendirilmezse (ders öğretmeni tarafından olduğu gibi), bu durumda yaklaşımın öğrencileri ilgilendirmesi veya ikna etmesi olası değildir...Dil öğretmenleri, yukarıdakileri gerçekleştirmek için nadiren zaman veya uzmanlık ortaya koyar ve yapmış olsalar bile, yukarıda bu tür bir işbirliğinin 'nasıl'ının daha açık bir şekilde belirtilmesi gerekir. Konu söyleminin bir dil müfredatına dahil edilmesi karmaşık ve zaman alıcı bir işlemdir, ancak bu, dil öğretiminin geleceğini pekala temsil edebileceği olasılığını göz ardı etmek anlamına gelmez."¹⁰⁵

Mevcut yayın ve ekte yayınlanan öğretim örnekleri, belirli belirsizliklerin üstesinden gelmelerine yardımcı olmak amacıyla turizm endüstrisinde ve turizm endüstrisi için göçmenlere eğitim veren dil öğretmenlerine yöneliktir. Bununla birlikte, bu bir rehberden başka bir şey olamaz: Hem uzmanlık hem de dil becerileri açısından becerilerde gerçek bir artış, öğretmenler ve turizm sektöründeki işletmeler arasındaki aktif bir değişimden kaynaklanacaktır. Bu aktif alışveriş olmadan derslerin sıradan bir "İngilizce dersi" olarak kalacağı tüm açıklığıyla vurgulanmalıdır. Kursiyerlerin iyi dil becerilerini geliştirmelerine yardımcı olabilir, ancak uzmanlık bilgisi ve mesleki becerilerin edinilmesi açısından tam potansiyeline ulaşmayacaktır.

CLIL öğretme ve öğrenme materyalleri, turizm endüstrisinin uygulamalarından elde edilen mevcut otantik belgelerden (veya dil yeterlilik düzeyine uyarlanmış materyallerden) oluşmalıdır. Materyaller çeşitli medya formatlarında mevcut olmalı ve belirli içerik ve dil öğrenme hedeflerine uyarlanmalıdır. Projemizin deneyimlerinden, "... uygun CLIL malzemelerinin şu diğer belirli özellikleri karşılaması gerektiği de belirlenebilir:

¹⁰⁴Alıntı yapılan: Almeida, M. Altina 2017, Portekiz'de Turizm Mesleki Eğitim ve Öğretiminde İçerik ve Dil Bütünleşik Öğrenme, Turizm ve İletişim Yüksek Lisans Derecesi, S. 65, çevrimiçi olarak erişilebilir: <http://hdl.handle.net/10400.26/19731>

¹⁰⁵ Ball, P. CLIL parametrelerini tanımlama, çevrimiçi olarak erişilebilir: <https://www.onestopenglish.com/clil/500029.subject?navcode=200196>

- İngilizce web sitelerindeki kağıt desteğine ve/veya video kliplere, Flash animasyonlara, web araştırmalarına, podcast'lere, bilgi grafiklerine ve/veya diğer etkileşimli materyallere dayalı *anlamlı, iddialı ve orijinal*;
- konuya özgü derslerin çok çeşitli şekillerde (haritalar, diyagramlar vb.) sunumuna izin veren ve böylece çeşitlendirilmiş bir öğretim ortamı yaratan *çok modlu girdi*;
- farklı öğrenme stilleri ve çoklu zeka dikkate alınır;
- görsel okuryazarlık, belirli içerik ve yeterliklerin daha derinden anlaşılmasını sağlamak ve İngilizce olarak sunulan karmaşık konuları daha iyi göstermek ve netleştirmek için teşvik edilir.”¹⁰⁶

Diğer herhangi bir sınıf durumunda olduğu gibi, turizm endüstrisinde ve/veya turizm endüstrisi için göçmenlere CLIL'e dayalı olarak İngilizce öğreten öğretmenler, öğretim hedeflerine ve öğrencilerin seviyesine hem içerik açısından hem de dilsel gereksinimler açısından karşılık gelen öğretim ve öğrenim materyalleri bulmalı veya üretmelidir. Çok sayıda çalışmanın gösterdiği gibi, bu CLIL'in uygulanmasındaki ana zorluklardan biridir. Materyallerin olabildiğince anlamlı, zorlayıcı ve özgün olması gerekliliği, sorumluluğu açıkça öğretmenlere bırakıyor ve onlar için büyük bir zorluk teşkil ediyor. Görev, öğretimi destekleyen ve konunun karmaşıklığını azaltmadan veya öğrenme sürecinin ritmini yavaşlatmadan öğrenme hedeflerine ulaşılmasını sağlayan materyaller bulmaktır.

Bu noktada -yukarıda da belirttiğimiz gibi- ağ oluşturma'nın önemi yeniden devreye giriyor. Öğretmenler ve turizm endüstrisinin temsilcileri arasında devam eden değişim, uygun materyallerin sağlanmasını kolaylaştırabilir. Teknik dilin aşırı derecede karmaşık olduğu durumlarda, materyallere talimatlar veya açıklamalar eklenebilir. Turizm endüstrisi ile bir bilgi transferi, öğretmenlere gerekli teknik bilgiyi sağlayacak ve turizm endüstrisindeki farklı iş özellikleri ve gereksinimleri hakkındaki anlayışlarını derinleştirecektir.

CLIL'in pedagojik-didaktik yenilikçilik potansiyeli ve okullar ile eğitim kurumlarının uygulamalarında öncülerin edindiği deneyimler üzerine yirmi yılı aşkın süredir devam eden yoğun tartışmalara bakıldığında, hala kritik sorular sorulmaktadır. Bu nedenle, Avrupa ülkelerinde hem akademisyenlerin hem de uygulayıcıların benzer şekilde ders tasarımının daha fazla geliştirilmesi ve etkili bir şekilde desteklenmesi için çabalaması şaşırtıcı değildir. Bu toplulukta özellikle kayda değer olan, Avrupa Konseyi'nin Avrupa Modern Diller Merkezi'nin ve "merkezi" Graz'da bulunan Graz Grubu'nun girişimleridir. Bilimsel bulguların ve birikmiş ampirik bilginin kapsamı ne olursa olsun, ilgili yayınların nispeten uzun listesi, eğitim organizasyonuna ilişkin uygulamaya yönelik kılavuzların veya talimatların, performans değerlendirmesi ve CLIL-ing. materyal geliştirmede bariz bir şekilde eksikliğini göstermektedir.¹⁰⁷

¹⁰⁶ Morgado, M. ve diğerleri., 2015, CLIL Eğitim Rehberi Yükseköğretimde Bir CLIL Öğrenim Topluluğu Oluşturma, p. 31, çevrimiçi erişilebilir: <http://hdl.handle.net/10400.22/17933>

¹⁰⁷ Ders organizasyonu, performans değerlendirmesi ve materyal geliştirme konusunda uygulamaya yönelik rehberlik sağlama görevini açıkça belirleyen birkaç yayından biri, *öğretmenler, öğrenciler ve öğrenciler için kaynak havuzları içeren çevrimiçi CLIL uygulaması el kitabıdır*. Bir Avrupa projesinin parçası

Avrupa CLIL manzarasına bakıldığında, çeşitli "CLIL gerçeklerinin" ortaya çıkmış gibi görünmesi de aynı derecede çarpıcıdır. CLIL'in sert çekirdek çeşitlerinin yanı sıra yumuşak varyantları da vardır. CLIL, ilk ve orta okullarda öğretilir ve CLIL, ileriye dönük bir yöntem olarak teşvik edildiği yüksek öğretimde de kendine yer bulmuştur. CLIL-ing'in bu bariz çeşitliliğinde iki kör nokta var gibi görünüyor: turizm endüstrisi için mesleki eğitim ve öğretim ve göçmenler için dil eğitimi.

Erasmus+ projesi ***Inclusion of Migrants by Qualified Occupation in the Tourism Industry*** (Göçmenlerin Nitelikli Mesleğe Göre Turizm Endüstrisine Dahil Edilmesi) bu kör noktalara biraz ışık tutmayı amaçlamaktadır. Ancak katkımız, bu alanlarda öğretmenlere somut destek sağlamaya yönelik ilk girişim olarak anlaşılmalıdır. Bu nedenle, meslektaş eleştirisine memnuniyetle maruz kalıyoruz ve okuyucularımızı fikirlerini ve referanslarını paylaşmaya davet ediyoruz.

The ‘Includmi **Inclusion of Migrants by Qualified Occupation in the Tourism Industry**’ project seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions for migrants in European member states.

The project focuses on the essential improvement of language skills of migrants and their knowledge in order to boost their professional opportunities in the tourism sector.

Throughout Europe, tourism has proven its capacity to generate numerous job opportunities for migrants. Nonetheless, employment in this sector has revealed its ambivalence, as well as significant structural problems and deficits that can lead to negative effects such as high fluctuation or precarious payments. Statistical data reveals evidence of a strong proportional relationship between lower wages, wage growth and high fluctuation, on one hand, and/or lower levels of training of existing workers, on the other.

The starting point of this project is the main goal of improving technical knowledge and skills of the migrant labor force, in particular language skills. The ‘Study on Foreign Language Proficiency and Employability’ is a 2015 report by the European Commission that confirms that “English is by far the most important language in international trade and the provision of services”. This project considers that, by receiving practical training in English, the job prospects for migrants in the tourism industry will improve, as well as their overall quality of life.

Objectives of this project

The concrete objectives of this project are:

- ❖ Develop training materials for adult language educators into the CLIL methodology, applied to the tourism sector.
- ❖ Develop a synergy between the tourism industry, adult training centers and migrants.
- ❖ Up-Skill migrants in order to enhance their opportunities in the tourism job market.
- ❖ Facilitate the social inclusion of migrants in their host countries/ societies.

Partners

6 partners from 6 different countries will take part in the project:

- ❖ ISA-Gesellschaft für Inklusion Und soziale Arbeit – Association for Inclusion and social work), from Germany.
- ❖ Future Focus Ltd; from Malta.
- ❖ IFPRA Normandie, from France.
- ❖ Izmit District Directorate of National Education (IIMEM), from Turkey.
- ❖ Asociación de Empresarios Gallegos de las Riberas del Ebro (AEGARE), from Spain.
- ❖ Service Civil International Österreich (SCI), from Austria.

Content and Language Integrated Learning

1. Principles of the CLIL methodology (theory; lesson planning)

CLIL: Content and Language Integrated Learning trainers is a guide aimed at adult language trainers with the objective of improving their teaching ability. This guide will provide them with a training opportunity on the CLIL methodology and its applications to the tourism sector. It will both introduce them to the methodology and to the particularities of applying it to Tourism-related jobs. It's necessary that adult trainers have an account of real-life situations related to jobs in the tourism sector to be able to apply them in their English lessons and provide practical examples o their students.

The target group of this guide is adult language trainers. These trainers will be both internal (already part of the training organization that participates in this project) and external (part of the non-formal partners, stakeholders and future collaborators).

The guide will first introduce adult language trainers to the CLIL methodology and its benefits. As defined by EPALÉ it is a dual-focused educational approach in which an additional language is used for teaching and learning a topic; the focus is not only on content or on language; each is interwoven even if the emphasis is greater on one or the other at a given time. The method is based on the fact that language is acquired through communication itself, by actively using it.. The focus will be based on specific tasks, where students can participate in real-life situations in the classroom that are relevant for the students' level, in order to allow them to learn the subject in the foreign language.

CLIL is not a new form of language or subject education, it is an innovative fusion of both: teaching a subject using another language. This is why it was considered appropriate to use this methodology for this type of project. The innovative aspect will also allow for the up-skilling of migrants in the tourism sector, for more effective social inclusion.

The guide will also serve as a resource for the situations that take place in the tourism sector. It will assist language trainers to gain a clear understanding of the work their learners do. It will provide situations for a set of jobs in the tourism sector related to customer service. The guide will provide a description of the jobs in which the compiled situations occur and provide an angle that focuses on migrant learners. In pedagogical terms, this guide can be considered the source of real-life situations that the trainers can expect to later use in their lessons.

Theory

What is CLIL?

An approach in which a foreign language is used as the medium for teaching a curricular subject such as Science, History or Art. The target language and the subject content have a joint role in the learning.

Why CLIL?

For learners

- ❖ Become more sensitive to vocabulary and ideas in their L1 as well as in the target language.
- ❖ Gain more extensive and varied vocabulary in the target language.
- ❖ Reach proficiency levels in all four skills and in ICT skills far beyond what is expected in TEYL programmes.
- ❖ Become more cognitively active during the learning process.
- ❖ Develop intercultural understanding and community values.

The 4Cs of CLIL

Knowledge of 4Cs is useful for:

- ❖ Planning lessons
- ❖ Making sure learners communicate during the lesson
- ❖ Helping teachers to think of the cognitive demands of the lesson
- ❖ Helping teachers to think of cultural links across the curriculum

Developing Content vocabulary:

What is the history topic?

- ❖ Recording new phrases and examples presented in geography; population growth, population pyramid
- ❖ Writing lists of musical instruments and what they are made of
- ❖ Completing a substitution table

Developing Communication skills:

How will the learners use the language to communicate during the lesson?

- ❖ Suggesting improvements to another group's design
- ❖ Describing a painting seen in an art gallery
- ❖ Using sentence starters to write instructions for a partner to make a design
- ❖ Explaining an economic process to the class

Developing Cognitive skills:

Which thinking skills do learners need in the history lesson?

- ❖ Analyzing data on a graph
- ❖ Evaluating results of an experiment
- ❖ Hypothesizing about the causes of historical events

Culture: (citizen or community)

Is there a cultural focus in the lesson?

- ❖ Geography: Rivers - finding out about history of river trade
- ❖ Math: symmetry - finding examples of symmetry in nature (science and art)

Lesson planning

Activating prior knowledge

It is helpful to start a lesson by finding out what learners already know about the history topic. Learners may know many facts about a topic in their L1 (first language), but may have difficulty explaining this knowledge in a second or third language. When brainstorming ideas about a new topic, expect learners to use some L1 and then translate.

Input and Output

Teachers need to plan the input, i.e. the information that is being presented in the CLIL class. Will it be delivered orally, in writing, on paper, or electronically? Is it for whole class, groups or partner work? Will it include the use of source materials? Teachers also need to plan for learner output. How are learners going to produce and communicate the content and language of the lesson? Will it be communicated orally, in writing or by using practical skills? What will success for the learners look like?

Waiting time

Wait time refers to the time teachers wait between asking questions and learners answering them. When subjects are taught in a non-native language, a longer wait time than usual is needed so that learners can process new subject concepts in a new language. This is especially important at the start of new CLIL courses so that all learners are encouraged to take part in classroom interaction.

Collaborative tasks

This includes tasks which involve students in producing key-subject-specific vocabulary and structures in meaningful pair or group work activities. Tasks may be at word level,

e.g pairs of learners classifying vocabulary into different columns in a table, or at sentence level, e.g. pairs can ask and answer questions; groups can explain how they plan to research information about a subject, and present the information they have found.

Cognitive challenge

Learners usually need considerable support to develop their thinking skills in a non-native language. They need to communicate not only the everyday functional language practiced in many English classes, but they also need to communicate the cognitive, academic language of school subjects. In CLIL, learners meet cognitively challenging materials from the beginning of their courses.

Providing scaffolding i.e. content and language support strategies which are appropriate but temporary, is therefore very important. For example, writing a substitution table on the board to support skills of using tentative language. Providing effective scaffolding is a challenge to all CLIL teachers, because learners vary in the amount of support they need and in the length of time the support is needed. Learners might need more support and for longer in one subject than in another

Developing thinking skills

Teachers need to ask questions which encourage lower order thinking skills (LOTS); e.g. what, when, where, which questions. However, they also need to ask questions which demand higher order thinking skills (HOTS). These involve the why and how questions, therefore requiring the use of more complex language. In CLIL contexts, learners often have to answer higher order thinking questions at an early stage of learning about history.

Thinking skills

Mental processes we use to do things like:

- ❖ Solve problems
- ❖ Make decisions
- ❖ Ask questions
- ❖ Construct plans
- ❖ Evaluate ideas
- ❖ Organize information
- ❖ Create objects

Ask questions to: (LOTS)

- ❖ Recall information
- ❖ Check understanding
- ❖ Review learning

Ask questions to develop: (HOTS)

- ❖ Reasoning skills
- ❖ Creative thinking skills
- ❖ Enquiry skills
- ❖ Evaluating skills

Use visual organization to:

- ❖ Present concepts and language
- ❖ Organize ideas and record them
- ❖ Support production of oral and written work
- ❖ Reduce cognitive and linguistic load for the learner
- ❖ Encourage and develop thinking skills
- ❖ Show how information is related
- ❖ Learners remember content when presented with clear colors, shapes and images

→ mind map, flow chart, grid, line graph, pie chart, cause-effect diagram, quadrants, storyboard, T-chart, table, timeline, Carroll diagram, Binary key, cycle, mind map,

2. CLIL materials and resources (what needs to be made available to teachers, what they need to familiarize themselves with).

In all teaching, teachers need to find or create materials and then evaluate them to make sure the content and language are suitable for the stage the learners are at. In CLIL most subject materials need adapting because of the complexity of language used in the instructions, the texts, or in the activities themselves. This can also be an issue when teachers recommend history websites for learners to access. Websites need to be checked to ensure the language is comprehensible. CLIL promotes links with other subjects in the curriculum so teachers should plan to include references to learning similar content in other subjects.

PART 2: Real life situations

Example of lesson plan

Food allergy awareness

Duration : 1 hour

Background

Katya and her mother were in a restaurant in Potsdam, Germany. It was a Vietnamese restaurant. The food looked very good, but the waiter spoke little English. Katya is allergic to mushrooms. She wanted to be sure that what she ordered did not contain mushrooms. This is a lesson about allergies.

To explain what mushrooms are, Katya got out her phone and used google translate. She was still not sure that the waiter understood her. She was a bit stressed about the situation.

The objective of the lesson

This lesson helps raise awareness and promote safety about food allergies.

Learners should know	Learners should be able To	Learners should be aware of
Food vocabulary Allergy vocabulary What are the common allergens	Advise and inform customers about potential allergies	Symptoms of food allergies

Materials

- ❖ Pictures/ images of food
- ❖ Whiteboard and markers

Lesson about allergies

What is an allergy: A food allergy is an immune system reaction that occurs shortly after eating certain foods.

Different types of allergies: there are 8 common food allergies, but we can be allergic to any other foods.

Symptoms of food allergies:

Reactions from food allergies can vary from mild to severe. Food allergy symptoms usually develop within a few minutes to a few hours of eating. The most common food allergy symptoms include:

- ❖ Tingling or itching in the mouth
- ❖ Hives or itchy red skin
- ❖ Swelling of the face
- ❖ Difficulty swallowing
- ❖ Wheezing or shortness of breath
- ❖ Feeling dizzy or lightheaded
- ❖ Nausea and vomiting

LOTS (what, where, when, which)	HOTS (why and how)
What are the eight common food allergies? Are you allergic? To what? Do you know what these foods are? (show picture)	Why is it dangerous to eat food you are allergic to? How to know the composition of a dish to avoid eating an undesirable food?

Resources:

<https://healthpoweredkids.org/lessons/food-allergy-awareness/>

Topic 1: Bartender

Lesson 1: Local fruit and vegetables

Duration: 2 hours

Background

In a nightclub in Vienna, a group of Tourists decided to order one round of typical Austrian “Marillenschnaps” (grappa). Marille is the Austrian name for apricot from which is possible to make liquor, while in German it is called aprikose and apricot in English. The bartender is an Iraqi refugee who has not lived in Austria long.

He doesn't understand which kind of liquor they are asking for and he decides to check among the liquor bottles in the bar where he finally finds the bottle which was written “Marillen”. He went back smiling to the group and proud of his new learning, served the liquor to the happy tourists.

The objective of the lesson

- ❖ Learn fruits and vegetables produced in Austria.

Learners should know	Learners should be able To
The names of local Austrian fruit and vegetables	Inform and advise customers about local Austrian fruit and vegetables
Local food produced with Austrian Fruit	

Materials

Guide: Traditional Austrian Fruits and Cocktails

Marille (Apricot)

Description: The Marille is a popular fruit in Austria, known for its sweet and tangy flavor. It is widely used in various culinary preparations, including desserts, jams, and cocktails.

Traditional Cocktail: Marillenspunsch

Ingredients:

- Fresh Marille juice
- Rum
- Sugar
- Hot water
- Cinnamon stick

Instructions:

1. In a pot, combine Marille juice, rum, sugar, and hot water.
2. Stir until the sugar dissolves.
3. Heat the mixture over low heat.
4. Pour into mugs and garnish with a cinnamon stick.
5. Serve hot and enjoy the delightful Marillenspunsch.

Zwetschke (Plum)

Description: Zwetschke is a type of plum commonly found in Austria. It has a deep purple color and a slightly tart flavor, making it perfect for jams, pastries, and cocktails.

Traditional Cocktail: Zwetschkenröster Spritzer

Ingredients:

- Zwetschkenröster (plum compote)
- White wine (such as Grüner Veltliner)
- Sparkling water
- Ice cubes

Instructions:

1. In a glass, add a spoonful of Zwetschkenröster.
2. Pour white wine over the compote, leaving some space at the top.
3. Add a splash of sparkling water and stir gently.
4. Drop in a few ice cubes.
5. Serve chilled and enjoy the refreshing Zwetschkenröster Spritzer.

Kriecherl (Mirabelle Plum)

Description: Kriecherl, also known as Mirabelle plum, is a small yellow fruit with a sweet and juicy flavor. It is often used in jams, desserts, and as a garnish for cocktails.

Traditional Cocktail: Kriecherl Sour

Ingredients:

- Freshly squeezed lemon juice
- Kriecherl (Mirabelle plum) liqueur
- Simple syrup
- Egg white (optional)

Instructions:

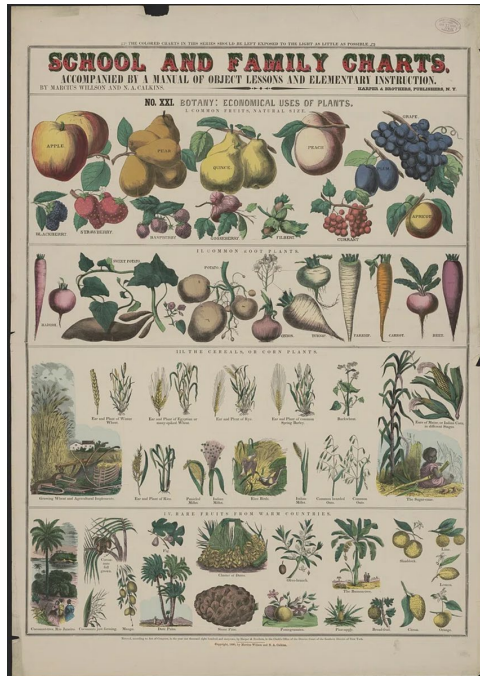
1. In a shaker, combine lemon juice, Kriecherl liqueur, simple syrup, and egg white (if using).
2. Shake vigorously until well mixed and frothy.
3. Strain the mixture into a glass filled with ice.
4. Garnish with a slice of Kriecherl plum.
5. Serve chilled and savor the delightful Kriecherl Sour.

Lesson about Austrian fruits and vegetables

The gourmet nation of Austria is nestled right at the heart of Europe, in a magnificent landscape. The Alps provide the romantic backdrop for a small, exquisite world, wholly dedicated to taking pleasure in natural products.

During Autumn-Winter season Austria produces several types of vegetables such carrots, potatoes, pumpkins, cabbage, onions, winter salads, aubergine, paprika; typical fruits during this season are pears, apples, grapes, and blackberries.

Spring-Summer: lettuce, turnip , asparagus, cauliflower, radish , cucumber, peppers, sun-ripened tomatoes, sunflowers, beetroot, corn, cereals, beans, broccoli; fruit production in warmer months includes berries (strawberry, raspberries), cherries, apples, apricot and plums.



Nestled along the banks of the Danube River, the Wachau Valley is home to some of Austria's oldest wineries and distilleries, some of the most prominent tourist destinations, and the country's largest fruit cultivation area, whose stunning landscapes are dominated by **apricot** orchards, particularly in blossom during spring and harvested in summer. The exceptional flavor of Wachau apricots is directly influenced by the region's microclimate, especially the differences in temperature between day and night during the ripening phase. Some farmers used to make small fires under or between the trees to stimulate the plants to yield earlier or to reproduce the difference of temperature during the ripening phase. Apricots are generally grown easily in Austria and are largely used in Austria to prepare

liquors and spirits, syrups, sweets and confiture.

LOTS (what, where, when, which)	HOTS (why and how)
What is “Marille”? What fruit and vegetables are produced in Austria? When are apricots harvested? Which products can be prepared with apricots	Why and when is the climate playing a big role? How to anticipate the yielding period of the apricots?

Resources:

- 1) [Saisonkalender - Gemüse und Obst | Gesundheitsportal](#)
- 2) [Wachauer Marille | Local Apricot From Wachau, Austria | TasteAtlas](#)
- 3) [Eat Local in Austria \(tasteatlas.com\)](#)

Lesson 2: Alcoholic production and distillation

Duration: 2 hours

Background

In an elegant bar on the coast of Italy, a couple is wishing to drink a digestif after their magnificent dinner done in a restaurant nearby. The couple questions the bartender which kind of distillate she can propose to them. The bartender is a Togolese immigrant and at first she has problems understanding what they mean with “spirit” since she never heard of this kind of drink. She knows about liquors, wine, beer and other drinks but not this one and she thought they were joking at her

Therefore the gentle couple after seeing her has some hesitation explaining to her that the distillates are made of a chemical process used to prepare alcoholics also called spirits, which usually have a transparent color. At this point the bartender makes a connection with one of the most famous Italian alcoholic drinks made out of wine grapes, the “grappa”. After she brings the grappa selection they have in the bar and shows it to the couple saying “the first two glasses are on/from me as a tank for your patience”.

The objective of the lesson

Teach students about alcohol production and distillation.

Learners should know	Learners should be able To
How the alcohol is made	Inform about the most common distillate alcoholic drinks and products
Products used to distillate spirits	
Name of different products made by distillation	Give advice to customers about when it is recommended to drink spirits and liquors
Other uses of spirits and liquors	

Materials

❖ Beverages and Beverage Dispensing Bar Equipment

Popular Beverages

- Beer: is one of the most widely consumed alcoholic beverages worldwide. It is brewed from malted grains, such as barley, and flavored with hops. Beers come in various styles, including lagers, ales, stouts, and pilsners.

Key Points: Different beer styles, serving temperatures, glassware, and beer pairing suggestions.

- Wine: is an alcoholic beverage made from fermented grapes or other fruits. It comes in red, white, and rosé varieties, each offering unique flavors and characteristics.

Key Points: Types of wine, wine regions, wine tasting basics, and wine serving techniques.

- Spirits: Spirits, also known as liquor or hard alcohol, are distilled beverages with high alcohol content. Examples include whiskey, vodka, rum, gin, tequila, and brandy.

Key Points: Types of spirits, popular cocktails made with each spirit, serving techniques, and common brands.

Beverage Dispensing Bar Equipment

- Draft Beer Systems: Draft beer systems are used to store, chill, and dispense beer on tap. They consist of kegs, CO2 tanks, regulators, and draft towers equipped with beer faucets.

Key Points: Components of a draft beer system, how to clean and maintain the system, troubleshooting common issues.

- Cocktail Shakers and Mixing Tools: Cocktail shakers and mixing tools are essential for creating a variety of mixed drinks. They include Boston shakers, cobbler shakers, mixing glasses, strainers, barspoons, and muddlers.

Key Points: Types of cocktail shakers and mixing tools, their functions, proper shaking and stirring techniques.

- Beverage Dispensers: Beverage dispensers are used to serve non-alcoholic drinks such as juices, sodas, and water. They come in various designs, including chilled and carbonated options.

Key Points: Types of beverage dispensers, proper setup and maintenance, controlling portion sizes.

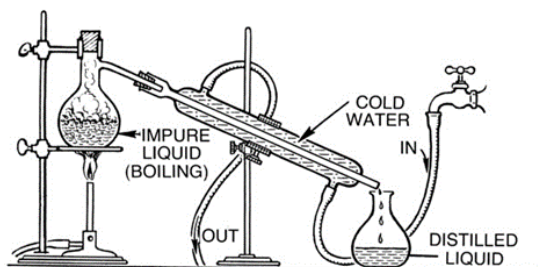
Lesson about distillation process

The process of distillation (from the Latin 'de-stillare' for 'drip or trickle down") is the separation of a liquid mixture by evaporation using selective boiling and condensation. It is an age-old process which may have begun as early as 2000 BC.

After the Turks' presence in Europe during the 14th and 15th centuries, some traditions and secrets remained in Europe, one of them was the "al-ambiq" or alembic, and the making of "al-koh'l" or alcohol, which soon became known throughout the Christian world, as the monks and the monasteries played an important role in its further development. The so-called spirits or 'water of life" were used for their therapeutic qualities. Early pharmaceutical observations bestowed healing powers to spirits as they induced a feeling of relaxation and well being. From here it soon became the norm to use



beverages made from spirits at social gatherings, leading to the endless varieties of spirits on the market today. Whether it be Palinka from Hungary, Rakia from the Balkans, Schnapps from Germany, Grappa from Italy, Eau de Vie and Cognac from France, Whisky from Scotland and Ireland, Aguardente from Portugal, Tequila from Mexico, Rum from Barbados and the Caribbean or Vodka from Poland and Russia, they are all Aqua Vitae or “water of life”. All spirits go through at least two procedures - fermentation and distillation.



Distillation is where the alcohol is separated and removed. In order for fermentation to occur, two things are needed: a raw material in liquid form that contains sugar, followed by the addition of yeast. Yeast is a living organism that feeds on sugar; the bi-product of this consumption is alcohol and carbon dioxide (CO₂). The vapours/liquids distilled will separate other ingredients that have lower boiling points. Distilled spirits are produced from agricultural raw materials such as grapes (grappa, other fruit (Palinka and rakia), sugar-cane (Rum), molasses, potatoes (Vodka), cereals (Whiskey), herbs and plants (Tequila).

Therefore there is a variety of liquors that are composed of spirits and additional flavoring such as fruits, vegetables, herbs or spices. They usually have a sweet and un-aged taste. Liqueurs are historical descendants of herbal medicines. They were made in Italy as early as the 13th century, often prepared by monks. Today, spirits and liquors are produced all over the world, commonly served as a digestif after a meal, with desserts, coffee in cocktails, and used in cooking.

LOTS (what, where, when, which)	HOTS (why and how)
What is a distillate? Which kind of products can be distilled to make spirits? When is it common to drink liquors and spirits? What is the difference between spirits and liquors? When is it better to drink spirits and liquors?	How are alcoholic drinks made? Why does Europe have a strong cultural tradition regarding alcohol?

Resources:

- 1) [Distillation - Wikipedia](#)
- 2) [History of Alcohol Distillation | Iberian Coppers Lda \(copper-alembic.com\)](#)

Lesson 3: Mountain trees

Duration: 2 hours

Background

A businessman from the US is in Austria for a congress meeting. At night he goes with his Russian colleagues to a club where he first wants to get a drink. He's wishing for something typically Austrian, possibly from the Alps. The bartender is not very familiar with local products because he's originally from Georgia, but the waiter, his colleague, is Austrian and he was raised in a village on the Alps. Then the waiter shows the bartender one bottle with a pine tree branch in the etiquette and the name "Zirben" saying "that's a real taste of alpine forest" they have to try".

The objective of the lesson

Teach students about trees in the alps.

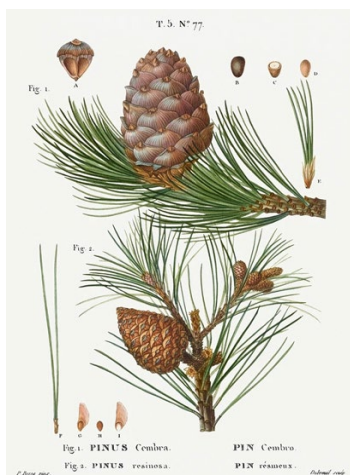
Learners should know	Learners should be able To
Type of trees growing in the Alps and high altitudes	Inform customers about pine alpine trees and its products
The different uses of pine wood	
Central European mountains and countries where pines are growing	

Materials

- ❖ Photographs and illustrations: Collect pictures of different trees that grow in the Alps and at high altitudes, such as the alpine pine, white spruce, European larch, Atlas cedar, etc. Show these pictures to the students and ask them to identify each species and describe its distinguishing characteristics.

Lesson about plants and trees

"Zirbe" botanic name **Pinus cembra**, also known as **Swiss pine**, **Swiss stone pine** or **Arolla pine**, **Austrian stone pine**, or just **stone pine**, is a species of a pine tree (conifer) in the subgenus *Strobus*. The stone pine grows in the Alps and Carpathian Mountains of central Europe, in Poland (Tatra Mountains), Switzerland, France, Italy, Austria, Germany, Slovenia, Slovakia (Tatra Mountains), Ukraine and Romania. It typically grows at 1,200 meters to 2,300 meters altitude below the so-called **"tree line"** (the edge of the habitat at which trees are capable of growing).



Mountains in north temperate regions, such as those of North America, Europe, and northern Asia, generally have **conifer-dominated forest** on their lower slopes that gives way to alpine vegetation above. Typical conifers in these mountain regions are **pin**es (**Pinus**), **firs** (**Abies**), **spruces** (**Picea**), and the **deciduous larches** (**Larix**). Therefore, depending on the climate conditions other tree species growing in mountain regions are **birch** (**Betulla**), **eucalyptus**, and **willows** (**Salix**).

In Austria and some other alpine regions, the pine cones of juicy red Austrian stone pines are freshly chopped and macerated with a mixture of apple distillate and neutral wheat grain alcohol. After a certain period of time, the alcohol withdraws the chopped stone pine cones of their taste and valuable ingredients. This mash is subsequently distilled and the final product is called *Zirbenschnaps*. From pine trees it is therefore possible to make other products and artifacts from the wood and its aromatic propriety. Beside furniture (specially bads), objects and artifacts, thanks To its aroma and relaxing properties, the chopped sawdust wood is largely used To fill pillows and its wook for aromatic essences, oils and candles.

LOTS (what, where, when, which)	HOTS (why and how)
What are the most common trees in high altitudes?	How is the spirit of “Zirbe” produced?
Which artifacts can be produced with the sTone pine trees?	
Where is growing in Europe?	

Resources:

- 1) [mountain ecosystem - Biota | Britannica](#)
- 2) [Pinus cembra - Wikipedia](#)
- 3) [Tree line - Wikipedia](#)

Lesson 4: Traditional Clothes
Duration: 90 minutes
Background During one ball event in Vienna where guests are dressed with traditional clothes, one male guest apparently not from Austria approaches Ianis, a bartender from Greece, asking him if he could understand which girls present there were single. Ianis, smiling back at the guest, said: I don't know these girls, how can I tell you who is single and who is not! The guest replies to him that there is a way to recognize it by watching how the apron is tied but he doesn't know it. The bartender, curious to know the answer, started to do a quick internet research on his phone.

The objective of the lesson

Teach students about traditional local clothes in the Alps

Learners should know	Learners should be able To
Countries and regions where the <i>Trachter</i> are dressed The traditional outfits worn by men and women in the german-speaking Alpine region	Give basic informations about the traditional clothes in the german-speaking Alpine region

Materials

- Photos and videos of different clothes and the events where they are mostly worn

Lesson about outfit and tradition clothes

Folk clothes (also regional costumes, national costumes, or traditional garments) expresses an identity through costume, which is usually associated with a geographic area or a period of time in history. Traditional European clothing often tells a story about a place and its people, and there is a wide variety between countries. In modern European culture there is an ongoing effort to preserve the local and regional heritage through clothing.

The wearing of trachten (traditional folk clothing), that is, *lederhosen* for men and the *dirndl* for women, is a common sight at weddings, church gatherings and cultural festivals in the German-speaking Alpine regions of central Europe (Germany, Austria, Swiss, Tyrol in Italy). Styles and traditions vary widely within the countries and their own regions; it is a long-standing tradition and practiced at many other cultural events and occasions, including restaurants, beer halls, pubs, clubs and social occasions.

The traditional Trachten-dress for women and girls, so-called *Dirndl* usually comprises three basic parts: **dirndlbluse** (a puffed-sleeve half-blouse, most commonly white); **dirndlschürze** (apron) by tradition is actually very important where the apron bow is tied! Tied on the left means single/available; tied on the right means either married, or simply unavailable; tied in the middle of the back most often indicates the wearer is a waitress, but can also mean widowed; **dirndlkleid** (dress) is worn either as one piece, or with separate bodice and skirt. Styles vary widely according to local traditions, budget and personal taste and can go from simple and traditional (as farmer/peasant) to fanciful, elegant and fashionable versions. Women's outfits may also include clutches, bracelets, earrings, hats, jackets and petticoats. The **dirndl** can be dressed with almost all kinds of shoes such as pumps, flats, high heels, ballerinas and sport shoes. The dirndl was originally a linen dress worn by lower class maids in the 18th Century. Women of the time would alternate their dirndl depending on the season. Winter dirndls were long-sleeved and typically made from linen or wool. Summer dirndls were their short-sleeved equivalent and made from cotton.

For men, **Leather trousers**, complete with suspenders, are paired with a long-sleeved shirt and knee-high, woolen socks. However, there are always variations to these standards. **Leather trousers** are worn either short above the knee, at the knee, or tied below the knee. The very best and most traditional pants are made from deerskin, but many other types of leather and even fabric are also used. The suspenders usually have an embroidered pattern on the H-shaped breast plate, and are crossed in the back. The shirt can be either short-sleeved or long-sleeved and can be chequered, striped, plaid or white. Decorative flair options include leather straps, coins, embroidery and bone buttons. Men's outfits may also include vests and jackets but never a tie. The **hat** is a component part of the men's outfits and can vary widely, but dark grey or green Alpiners or Tiroler hats are common, often with a *Gamsbart* (chamois beard). Shoes (Schuhe): hiking boots are shown here as one option, but leather Alpine Haferlschuhe, typically with side-laces,



a low-cut upper and spiked rubber soles, are the most traditional footwear worn with men's outfits.

LOTS (what, where, when, which)

HOTS (why and how)

What material is traditionally used for the Leather trousers? Where is the trachtel diffused? Which parts comprise it? When is it mostly used?	How to recognize a woman's status from her clothes?
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Resources:

- 1) [Trachten – A Basic Guide \(hollerbachsoutfitters.com\)](http://hollerbachsoutfitters.com)
- 2) [The Traditions of Trachten: The Dirndl and Lederhosen | MunichNOW](#)
- 3) [11 European Countries Where People Rock Their Traditional Clothes \(In Pictures\) \(knowledgesnacks.com\)](http://knowledgesnacks.com)

Topic 2: Boat Crew

Lesson 1: Food handling for boat crew

Duration: 2 hours

Background

Boat crew are sometimes requested to handle food and drinks for tourists. Some boats offer pre-cooked meals which are heated on the boat. Others actually organize for the cooking to be done on board. This could be a barbeque or preparing a salad. In all cases, the boat crew needs to know some basic first aid.

This lesson gives an overview about why food handling is important. It gives a taste of what a food handling course contains. Students are introduced to basic terminology in food handling.

The objective of the lesson

Learners should know	Learners should be able To
Why handling food properly is important	Handle food in a safe and secure way.
How to use equipment on board a boat	Maintain equipment clean and safe
Basic food safety and hygiene	Serve food in a proper manner
	Identify when food safety is compromised

Materials

- ❖ Food handling course notes. (sample attached)
- ❖ The teacher highlights the important terms and explains them.
- ❖ There is also an explanation about the basic equipment that is necessary.
- ❖ The teacher uses some newspaper articles to explain how food handling could go wrong and why improper food handling could be dangerous.
- ❖ The students read the articles and discuss these in class.

Resources:

Food handling course notes

<https://safety4sea.com/cm-procedures-how-To-maintain-food-hygiene-onboard/>

Lesson 2: A lesson about the contents of a First Aid Box for Boat handlers

Duration: 2 hours

Background

In Malta, the use of Tourist boats is very popular. There are not enough local people to work on these boats so boat owners employ migrants to help them out particularly during the summer months. This is a lesson to help migrant employees understand better the terminology related to First Aid boxes aboard a tourist boat.

The objective of the lesson

Learners should know	Learners should be able To
Basic boat terminology in particularly as it relates to First Aid	Understand instructions from the captain and safeguard the safety of himself/herself together with other boat employees and customers. Understand terms in relation to First Aid in order to be able to communicate if and when the need arises.

Materials

Pictures of items that can be found in a first aid box Together with basic instructions on the purpose and other useful information.

CPR Pocket Mask

A pocket mask can be used when performing CPR. It is an emergency life-saving procedure that is done when someone's breathing or heartbeat has stopped.



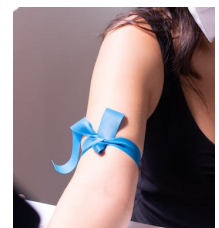
Gloves

These are mostly plastic protection for your hands. It is a covering for the hand worn for protection against germens, or dirt and typically having separate parts for each finger and the thumb.



Tourniquet

Tourniquets are an effective way of stopping bleeding from an extremity. They do, however, stop circulation to the affected extremity and should ONLY be used when other methods, such as pressure dressings, have failed (or are likely to fail).



Roller Gauze

A roller bandage is used to secure a dressing in place. A triangular bandage is used as an arm sling or as a pad to control bleeding. It may also be used to support or immobilize an injury to a bone or joint or as improvised padding over a painful injury.



4×4 Gauze Pads

These sterile gauze pads can be used in stopping bleeding or as an absorbent dressing for wounds.



Medical Tape

Surgical tape or medical tape is a type of pressure-sensitive adhesive tape used in medicine and first aid to hold a bandage or other dressing onto a wound.

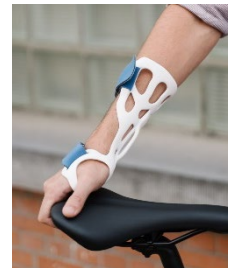


Two Triangular Bandages

A triangular bandage is used as an arm sling or as a pad to control bleeding. It may also be used to support or immobilize an injury to a bone or joint or as improvised padding over a painful injury.

Sam Splint

The SAM (structural aluminum malleable) splint is a compact, lightweight, highly versatile device designed for immobilizing bone and soft tissue injuries in emergency settings.



This lesson does not replace First Aid Training. It merely gives an introduction to basic terminology used in First Aid and could be used as a foundation for first aid training for boat handlers.

Resources:

The teacher can add more terms and pictures To support students.

<https://www.redcross.org.uk/first-aid>

Lesson 3: A lesson about selling tickets for boat trips

Duration: 2 hours

Background

In Malta, the use of tourist boats is very popular. There are not enough local people to work on these boats, so boat owners employ migrants to help them out particularly during the summer months. This is a lesson to help migrant employees understand how to sell tickets to tourists for boat trips around Malta, Gozo and Comino. The migrant employees will also learn about the destinations offered. They will be able to answer questions from the Tourists about these locations.

The objective of the lesson

Learners should know	Learners should be able To
Basic math skills so they can receive the correct amount of money and make change if need be	Understand how much money to collect and make change
Details of the location of the trips and the duration of each trip	Understand the product that they are selling and be prepared to answer questions

Materials

Pictures of items that will be used to be able to understand the task and other useful information

Ticket Booth

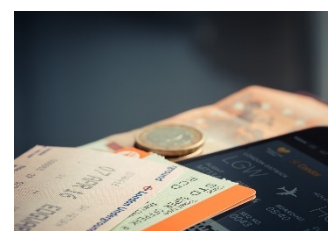
The employee will be stationed at one of these ticket booths when selling tickets for boat trips. Customers will come to the window and ask to buy tickets for boat trips.



Tickets

A boat trip ticket will look very similar to this picture. It should always include:

- Date
- Time
- From
- To
- Seat number (optional)



Locations of boat trip destinations

Malta is surrounded by the beautiful Mediterranean Sea and there are a lot of spectacular locations to choose from, these are a few of the most popular ones.

Blue Grotto

Blue Grotto is in the Southern part of Malta, and has several sea caverns, a must-see destination



The 3 Cities

The 3 cities consist of Senglea, Vittoriosa and Cospicua. You can view them from the water, these cities were very important in the history of Malta.



Gozo

Gozo, the sister island of Malta features unique hilly landscapes and is only accessible by boat or a ferry.



Blue Lagoon

Blue Lagoon is found in Comino, a gem known for its crystal-clear blue water.



Resources:

Teachers can use other pictures and media to talk about the locations.

Teacher can use real money to have the students practice being the sellers of boat trip tickets

Lesson 4: A lesson about teaching new vocabulary To migrant workers

Duration: 2 hours

Background

In Malta, the use of tourist boats is very popular. There are not enough local people to work on these boats, so boat owners employ migrants to help them out particularly during the summer months. This is a lesson to help migrant employees understand the basic terminology that a boat has. They will also learn the names of the important features on a boat.

The objective of the lesson

Learners should know	Learners should be able To
New vocabulary on boat terminology Where the toilets are located, where tourists should sit	Understand the new words learned and apply them to when they go on a real boat Guide tourists on the boat if they should ask where to sit or where the toilets are

Materials

Pictures of items that will be used to be able to understand the task and other useful information:

Engine control, Rev counter and fuel tank display



The arrow indicates the plug switch for switching the engine on or off.

Side Fenders



These are usually made from rubber or plastic and their job is to protect the boat from getting scratched.

Engine forward and reverse (plus speed)



This is the lever that will make the engine go either forward, backwards, or if you need to go faster.

Main Mast



The mast has an important job — to support the sails, which allows the wind to propel (move) the boat. Other types of masts are used to support flags and called flagpoles.

Tender



Another word for a Tender is also called a Dinghy and is a smaller boat that you would find on a larger boat.

Wind Speed and Wind Direction Indicator



This indicator will help the captain of the boat know where the wind is coming from and what kind of speed it has.

Flag



You cannot sail a boat without a flag. The flag in the picture is the Maltese flag.

Tiller wheel with autopilot



Another word is the steering wheel and autopilot means that the captain does not need to constantly have his hands on the wheel.

Anchor



An anchor is a heavy object attached to a cable or chain and used to moor a ship to the sea bottom, typically having a metal shank with a pair of curved, barbed flukes at one end like the picture above.

Resources:

Teachers can use other pictures of different vessels, such as a ferry boat, or a cruise ship.

The teacher will assess if they know how to answer basic questions about seats and toilets, because the tourists on the boat might ask them where these are located.

Topic 3: Cooks, Runners, and Hosts

Lesson 1: Afternoon tea in Britain

Duration: 2 hours

Background

Jason is a British cook in Torquay, a seaside resort in Devon, in the South of England. He's been working in a famous tearoom for 2 years and today Hida, from Albania, is helping him to prepare the afternoon tea dishes. He will teach her about the making of scones (not to be missed in Devon!) and he will let her know about the importance of the traditional afternoon tea: beverages and typical courses. She must be aware that it is not only a light meal but also a must in British tradition.

The objective of the lesson

Teach learners about British afternoon tea.

Learners should know	Learners should be able To
Afternoon tea is a tradition and serves as a meal. The recipe for scones.	Help for afternoon tea dishes. Prepare and bake scones.

Materials

- ❖ English scones recipe : ingredients, equipment, steps.
- ❖ What is afternoon tea? Video

Lesson about British afternoon tea

The afternoon tea started in the 1840s and is now a tradition in Britain. Tea is served with a selection of sandwich scones and pastries. It is a three course light meal, served at 4pm, also called low tea, not to be confused with high tea, which is served between 5pm and 6 pm and which includes a heavy meal with fish, meat and vegetables. You can have afternoon tea everywhere and especially in tea saloons. You drink black (Earl Grey is one of the most popular) or green tea, or even herbal tea from fine bone china cups. You should use loose tea leaves,so you need a strainer.

 A bone china cup	 A strainer	 A teapot
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You should eat the sandwiches first, with your fingers, then the scones with clotted cream (100% heavy cream!) and jam, or with lemon curd; finally you can indulge in sweets and pastries like carrot cake .



Learners should know	Learners should be able To
What is the traditional British afternoon tea? When and where is it served ? Which dishes are served for an afternoon tea?	How many courses are there? How are scones made?

Resources

https://www.youtube.com/watch?v=i0LToP_Yc6A

<https://www.instructables.com/English-Scones/>

<https://thesconeblog.com/the-best-baking-equipment-To-make-perfect-scones/>

Lesson 2: Cooking vegetables in France.
Duration: 2 hours
Background Abdul is from Sudan; he's been working as a commis in a restaurant in the South of France for a few days. His knowledge of French dishes is still basic and today he's helping the Chef to prepare a famous recipe : « ratatouille ». Abdul and the Chef communicate in English. The commis is willing to learn a lot about vegetables and about the other ingredients of the recipe; he also wants to learn the action verbs related to the preparation, to be able to understand them for other recipes.

The objective of the lesson

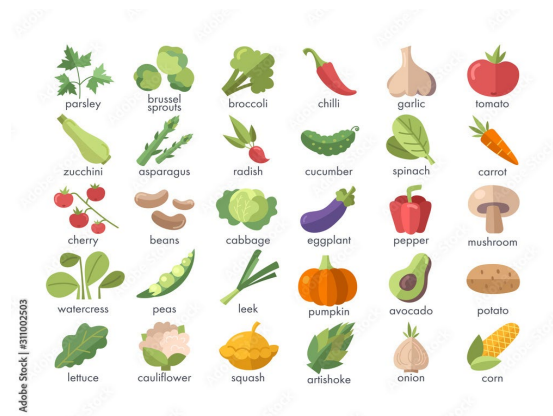
Teach learners about cooking vegetables in France.

Learners should know	Learners should be able To
The names of french vegetables. The contents and preparation of a famous dish.	Cook a typical French vegetable stew.

Materials

- ❖ Ratatouille: the recipe.
- ❖ Flashcards: cooking verbs.
- ❖ Main vegetables in France.

Lesson about vegetables in France



Ratatouille French vegetable stew

Course: Side dish



Cuisine: French, Mediterranean

Prep Time: 20 minutes

Cook Time: 1 hour 30 minutes

Servings: 8

Here is how to make the perfect ratatouille, the iconic Mediterranean vegetable stew, a traditional home cooking dish the French love to cook in summer.

Ingredients:

3 eggplants, 5 zucchinis, 3 red ball peppers, 8 big ripe Tomatoes or 800 g canned Tomato pulp, 3 onions, 4 cloves garlic, herbes de Provence or a blend of thyme and rosemary, 2 bay leaves, salt, pepper, olive oil.

Instructions:

- Rinse and cut all vegetables into cubes or strips.
- Mince garlic and onions.
- Heat some olive oil in a large pan.
- Fry the onions and garlic for a few minutes.
- Add bell pepper, fry for 5-10 minutes more, stirring occasionally.
- Add the eggplants and fry again, let it cook slowly.
- Finally add the Tomatoes and bay leaves.
- Cook for 20 minutes to 1 hour at medium-low heat

LOTS	HOTS
What is it? When and where are these vegetables grown ? When are these ingredients used? Which of them are used in the recipe? Which actions are required?	How is ratatouille prepared ? Why is « ratatouille » a Summer dish ? Why is « ratatouille » and similar dishes popular in the South of France and in Mediterranean countries ?

Resources :

- www.myparisiankitchen.com
- www.eslforum.com

- www.bhg.com/gardening/plans/vegetable/french-kitchen-garden-plan/
- <https://quizlet.com/35673698/cooking-verbs-flash-cards/>

Lesson 3: Working in a professional kitchen

Duration : 2-3 hours

Background

Enzo and Dehran from Kosovo are apprentices at the restaurant « le Château » in Régneville-sur-Mer in Normandy. The Chef first tells them about the organization in a professional kitchen. They need to know how the whole process of cooking, storing the food, and cleaning works, as well as how it is organized and the different places of work for each staff; the hierarchy in the kitchen is obviously related to the working activities. Furthermore the apprentices will have to know the basic equipment dedicated to the various tasks. A lot to learn indeed! But the Chef shows them around, giving explanations for each workstation and provides a detailed map for the layout of the area so that they're able to perform their tasks and communicate with the appropriate staff.

The objective of the lesson

Teach learners about the organization in a professional kitchen.

Learners should know	Learners should be able To
The layout of the kitchen. The activities in the kitchen. The different staff in the kitchen.	Locate the staff and activities. Move around advisedly. Communicate with the right staff.

Materials :

- ❖ A kitchen tour (video).
- ❖ Kitchen utensils (visual dictionary).
- ❖ Kitchen tools (photos and functions).
- ❖ A professional kitchen map

Lesson about the organization in a professional kitchen

The 5 components of a commercial kitchen



1. Storage

Your restaurant's kitchen will store a variety of items including cooking tools (utensils, pans, etc.), food (produce, meats, dry goods) and place settings (glasses, plates, linens). Your kitchen will need separate storage units for each of these needs, such as a refrigerator for perishable foods, a pantry for dry goods and cupboards for place settings and tools.

2. Washing station

A lot of cleaning goes on in a commercial kitchen to ensure the safety of the food that's being served and the dishes that it's being served on. We recommend creating separate washing stations for food and for dishes so that dirty dish suds never land on clean produce! Your washing stations will need commercial dishwashing machines, sinks and drying racks to run smoothly.

3. Food preparation

A commercial kitchen may have several food preparation areas depending on what kind of food is on the menu. The food prep section of a restaurant's kitchen consists of counter space, cutting tools and storage containers. Place food preparation zones near a refrigerator so that your team can quickly and safely store raw ingredients until they're ready to be used.

4. Cooking station

Unless your restaurant's concept is raw foods, your kitchen will need quite a bit of cooking equipment to execute your menu. Most restaurants have gas range-oven combinations, commercial fryers, and a few specialized cooking appliances. A kitchen display system makes it easy for the staff to keep up with incoming tickets.

5. Service

A commercial kitchen's service area is used for plating dishes and handing them off to servers to deliver to diners. A service area should have heat lamps to keep food warm. Place your kitchen's service area as close to the dining room as possible To lessen the distance from the kitchen To the table for waiters.

LOTS	HOTS
What is it? (equipment) What is it used for? (equipment) Where is it? (equipment) Where are they? (staff) Who are they? (staff)	How is the place organized? How does it work?

Resources :

- <https://www.lightspeedhq.com/blog/commercial-kitchen-layout/>
- <https://www.7esl.com/kitchen-utensils-vocabulary>
- <https://www.tasteofhome.com/collection/essential-kitchen-Tools/>
- https://www.pinterest.fr/pin/55239532900333000/?nic_v

Lesson 4: Dealing with an injury at work

Duration: 2 hours

Background

Dana is from Ethiopia and started working as a cook a few weeks ago in a French restaurant in Normandy. The tourism period is at its peak at the moment so the work gets very hard. As she was chopping vegetables, she wounded her finger and started bleeding badly. She doesn't feel well, starts panicking and needs to ask for help.

The objective of the lesson

Teach students about safety rules in a kitchen, the vocabulary related to injuries and how to ask for help when someone gets injured

Learners should know	Learners should be able To
Body Parts vocabulary Verbs to cut Utensils vocabulary Safety rules / First aid vocabulary	Inform there is a problem identify the injury Identify the safety rules Asking for help

Materials

- ❖ Quizlet to memorize the name of utensils
- ❖ Flashcards with body parts
- ❖ a 1st aid kit
- ❖ Word Search puzzle (To work on the vocabulary above mentioned)
- ❖ Brainbox game (game with cards To memorize the vocabulary)

Lesson (with 2 videos)

Video: Clumsy chef slices his thumb

<https://www.youtube.com/watch?v=2V0REl1C-jU> (from 2'20) (identify the situation and the problem)

- Describe the situation/the setting (Who ? What ? Where?) up To 2'36. Use the present tense

- What happens then ?
- Describe the actions undertaken to heal the injury (How) – after: give advice to prevent injuries in the kitchen

Video: What to have in a first aid kit in a restaurant :
<https://www.youtube.com/watch?v=8assGpZvwG4&t=14s> (matching the words to their use with the subtitles) Vocabulary work : it is a visual illustration for the matching work that can be done after.

LOTS (what, where, when, which)	HOTS (why and how)
What is the problem?	How can I ask for help ?
Where did you get injured ?	Why did I get hurt ?
When did you get injured?	How can I keep safe in a kitchen ? (should, must)

Lesson 5: Preparing a gluten free dessert

Duration: 2 hours

Background

Dalhil is from Afghanistan and works as a cook in a French restaurant called « La table de Flore » in Rouen, a Norman city. It prepares gluten free dishes. Dalhil needs to know what a gluten free diet consists in and how To prepare a gluten free dessert in his kitchen.

His chef accompanies him in the process. They prepare the dessert together.

The objective of the lesson

Teach students about a gluten free diet recipe and what is forbidden or allowed in a gluten free recipe.

Learners should know	Learners should be able To
Food /protein / grain vocabulary Must/ mustn't Cooking verbs To follow instructions	Check ingredient labels close Ask for advice (can I? should I?) Follow a recipe

Materials

- ❖ Flashcards with ingredients
- ❖ Activity with list of ingredients that are allowed or forbidden
- ❖ A gluten free recipe
- ❖ Brainbox game (game with cards To memorize the vocabulary)

Lesson about preparing gluten free brownies

Prepare the recipe

Gluten free brownies

These rich, fudgy chocolate brownies are gluten-free. Serve with a scoop of vanilla ice cream for dessert, or enjoy as an afternoon treat with a cup of tea

Ingredients

- ❖ 250g unsalted butter, cubed, plus extra for the tin
- ❖ 250g dark chocolate, roughly chopped
- ❖ 4 large eggs
- ❖ 300g golden caster sugar
- ❖ ½ tsp vanilla extract or paste
- ❖ 100g gluten-free plain flour, sieved
- ❖ 60g cocoa powder
- ❖ ½ tsp fine sea salt
- ❖ 150g milk chocolate, roughly cut into chunks

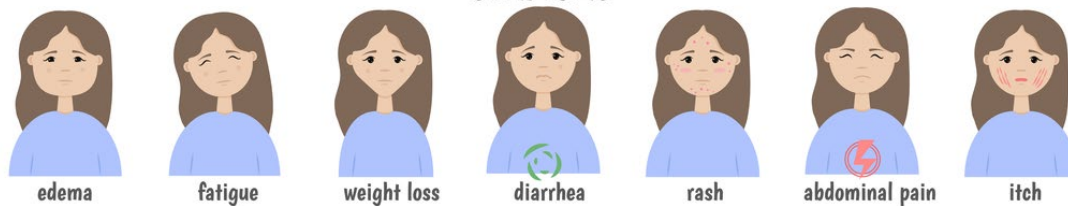


Method

- ❖ STEP 1
Heat oven to 180C/160C fan/gas 4. Butter a 30cm x 20cm non-stick tin and line the base with non-stick baking parchment.
- ❖ STEP 2
Fill a small saucepan a third full with water, bring to a simmer and put a snug-fitting heatproof bowl on top of it. Add the butter and chocolate and gently melt over a low heat, stirring occasionally. Be careful not to let it catch and burn on the bottom. Remove from the heat and leave to cool a little.
- ❖ STEP 3
Beat the eggs and sugar together using an electric whisk for 8-10 mins or until thick enough to leave a trail. Gently fold through the cooled melted chocolate and vanilla, followed by the flour, cocoa and salt. Finally, fold in the chocolate chunks. Pour the brownie batter into the lined tin, place in the center of the oven and bake for 30-35 mins.
- ❖ STEP 4
Leave To cool a little in the tin before cutting in To 12 squares.

GLUTEN ALLERGY

SYMPTOMS



GLUTEN-CONTAINING FOODS



LOTS (what, where, when, which)	HOTS (why and how)
What is a gluten free diet? Which ingredients are forbidden/ allowed ? Which dessert can I prepare ? What utensils can I use ?	How can I prepare a gluten free dessert ? Why must I know the gluten free ingredients to avoid allergies ?

Resources :

<https://www.bbcgoodfood.com/recipes/gluten-free-brownies>

<https://www.healthline.com/nutrition/gluten-free-foods>

Topic 4: Drivers

Lesson 1: Misunderstanding the location To go

Duration: 55 minutes

Background

Wolfgang arrives at Turkish Airport after a long flight and feels so tired and he wants to go to his booked hotel to check in and have a couple of hours to relax before the meeting which takes place in MALTEPE (the Asian Part of İstanbul). He takes a taxi and says that he wants to go To MALTEPE Location but there is something he doesn't know. There are two MALTEPE in İstanbul, one of them is in the Europe part and the other is in the Asian part of İstanbul. As he is tired and the taxi driver is careless about the exact location of the meeting, Wolfgang finds himself in a very different part of İstanbul.

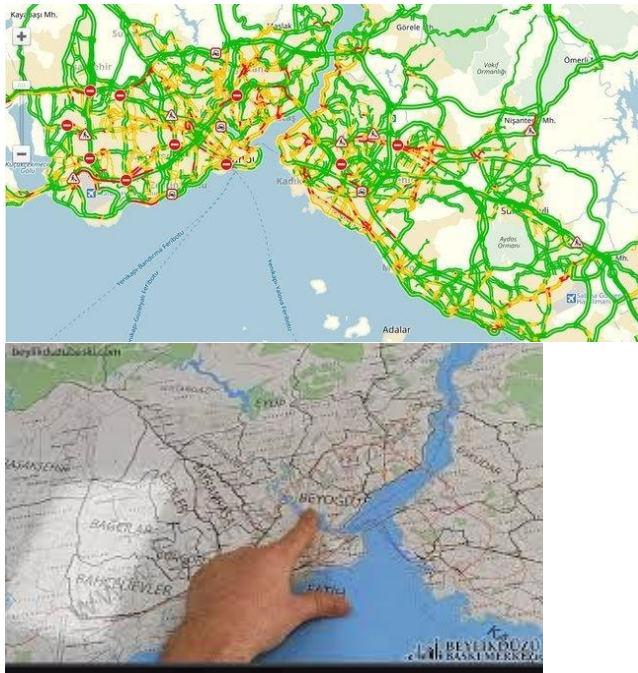
The objective of the lesson

Teach Taxi Driver To ask exact location of his/her passengers

Learners should know	Learners should be able To
How to ask passengers where to go	Know their destination is correct
Make sure their route is correct	Understand the passenger correctly

Materials

- ❖ Pictures and movies of training scenarios about how to ask destination of passenger, -
- ❖ Google Maps
- ❖ Navigation Applications



Lesson about asking route

Example Phrases

Phrases that taxi drivers can use with English-speaking passengers.

Welcome

- ❖ Hi / Hello
- ❖ Good morning
- ❖ Good afternoon
- ❖ Good evening
- ❖ How are you today?
- ❖ Hi. I can take 4 passengers.

Destination

- ❖ Where can I take you?
- ❖ Where are you going?
- ❖ What's your destination?
- ❖ I don't know that place. Do you have a map?
- ❖ Can you show me on this map?
- ❖ Are you in a hurry?
- ❖ It is very close.
- ❖ It is pretty far away.
- ❖ It will take about 15 minutes.
- ❖ It takes about one hour to get there.
- ❖ It is faster to take the expressway but you have to pay the toll.

Understanding the passenger

- ❖ Speak slowly, please.
- ❖ Sorry, I don't understand.
- ❖ Yes, I understand. I'll take you there.
- ❖ Please ask someone to write it in Thai / Chinese / etc.
- ❖ No problem.

Special instructions / requests

- ❖ I'll put your luggage in the boot / trunk.
- ❖ Put on your seat belt, please.
- ❖ Is it okay if I open a window?
- ❖ Is the air-conditioning okay?
- ❖ Please don't eat in the car.
- ❖ No smoking, please.
- ❖ Do you want me to wait?
- ❖ I have to get some gas.

Traffic conditions

- ❖ It's rush hour.
- ❖ There's a traffic jam.
- ❖ The traffic is bad over there. You'll get there faster if you walk from here.
- ❖ I think there's been an accident.
- ❖ I'll try a different way.

Fare and fees

- ❖ The total price is \$10.
- ❖ Thank you for the tip.
- ❖ Do you have smaller notes/bills?
- ❖ I don't have any change.
- ❖ The customer pays for the expressway, OK?
- ❖ Are you in a hurry? Take the expressway?
- ❖ There is a tollway fee. You pay the fee, ok?

Goodbye

- ❖ Watch out for motorcycles before getting out!
- ❖ Don't forget your things.
- ❖ Thank you for your business.
- ❖ Hope to see you again.
- ❖ It's been nice chatting with you.
- ❖ Enjoy your stay in Thailand / China / etc.
- ❖ You're welcome.

No service

- ❖ Sorry, that is out of my boundaries.
- ❖ I can't go there. I would have to come back without a fare.
- ❖ Sorry, I don't go to the airport.

- ❖ I'm all done for the day / night.
- ❖ I have to return the car on time.
- ❖ My car needs servicing.
- ❖ I'm sorry. Have a nice day.
- ❖ I can call another driver / company for you.

Small talk

- ❖ Have you been here before?
- ❖ Are you from around here?
- ❖ How do you like Bangkok / Beijing / etc?
- ❖ Are you here on business?
- ❖ Are you staying long?
- ❖ Good weather, huh? Not too hot, not too cold.
- ❖ I hope the weather gets better for you.

Things a passenger could say

- ❖ Can I get a ride?
- ❖ How many people can you fit?
- ❖ How long will it take?
- ❖ Please wait for me.
- ❖ You can keep the meter running.
- ❖ Do you have a flat fee to the airport?
- ❖ I'm in a bit of a rush.
- ❖ Can we get there by 10 o'clock / noon / 4pm / etc?
- ❖ Could you slow down, please?
- ❖ Is this the quickest way?
- ❖ Do you take credit cards?
- ❖ Do you have change?
- ❖ Keep the change.
- ❖ Thanks for the ride / lift.

Passenger: person traveling in car, bus, train (not the driver)

Destination: place where you want to go

Map: diagram or picture showing streets and roads

In a hurry: rushed; need to go fast

Expressway / motorway: fast road

Tollway: fast road with fee

Toll: charge; fee

Boot / trunk: compartment at back of car for luggage, cases etc

Seat belt: strap to hold somebody in their seat in a car or airplane

Accident: crash; a car hitting another car or a person

Fee: price; charge

Note/bill: paper money

Boundaries: limits

Fare: price for taxi; passenger

Flat fee: fixed price

In a rush: in a hurry; late; want to go fast

LOTS (what, where, when, which)	HOTS (why and how)
What is the right direction to go?	How sure are you that MALTEPE is the right place?
What MALTEPE do you want to go?	
Where is your Hotel exactly?	

Resources:

<https://www.englishclub.com/english-for-work/taxi-drivers.htm>

Lesson 2: Choosing long route or demanding extra money from Tourists

Duration : 45 minutes

Background

Antonio arrives at Turkey Airport and wants to go to his hotel immediately. He takes a taxi and tells the driver to go to his hotel. He checks his hotel's location on Google Maps and it says that his hotel is 15 km and 30 minutes away from him. After 30 minutes he checks again and is confused because his hotel is 10 km and 15 minutes away from him. He asks the reason why they still have not arrived at his hotel and the driver makes different excuses for this. After 50 minutes and 25 km of voyage, the driver asks for much more money than Antonio expected ,and for this they start a quarrel about the matter.

The objective of the lesson

Taxi drivers must be more polite to passengers

Taxi drivers must explain beforehand if there are alternative shorter routes to go.

Taxi drivers must use navigation devices and passengers must see the whole route during the journey.

Learners should know	Learners should be able To
The importance of navigation devices The importance of good communication	Use navigation devices Communicate well with passengers Be neat and trustworthy to passengers

Materials

- ❖ Navigation devices
- ❖ Movies and pictures to show the importance of communication
- ❖ Demo lessons to being polite and respectful to passengers

Lesson for taxi drivers to behave respectfully and more polite

Ten tips to get a conversation started and keep it going.

1. Make your passenger feel at ease



A simple smile and acknowledgement at the start of a journey can go a long way to make even the most shy or nervous passenger a little more at ease and relaxed. After all, they're in a strange vehicle and might have never met you before.

If they seem a bit quiet when they first get in, give them a couple of minutes to acclimate. You don't need to launch into a full-blown conversation before they've even got settled! It also gives you a few moments to take stock of the situation too.

2. Remember, not everyone wants to talk

Before we get involved in the finer points of conversational etiquette it's important to always keep in mind not everyone wants to talk. If you've made a little bit of small talk but they seem to be happy to sit back and enjoy the ride, then take the message.

They may not be in the mood to talk, and if they're happy not to then it's important to respect that. Either way, most people will appreciate your effort to be polite and friendly even if you don't end up having a lengthy conversation.

3. Ask open-ended questions

Questions which require something more than a yes or no answer are a good way to get people talking. For example, if they're off to a work meeting ask them how they got into that line of business or what they like most about it.

Beginning a question with the word 'why' is an easy way to keep the conversation flowing. Remember, while many people are happy to talk about themselves, be aware someone might be uncomfortable answering personal questions.

And don't just ask one question and then move on. Once the other person has finished their answer, ask a follow-up question. That way it won't seem like you're interrogating or interviewing them – not a great look for a friendly taxi driver!

4. Be interested

If you don't seem interested in their answers to your questions then the conversation will soon dry up. And if you genuinely aren't interested then at least try to be a good actor! A good way to show interest is to ask them questions about a topic they bring up.

If you're unfamiliar with the subject then this is a great opportunity to find out something new. As a taxi driver you could have a vast range of interesting people in the back of your car with a great deal of interesting information to share. You never know how much a throwaway comment from one passenger could help you later on.

Try to react to what they say in the spirit it is given. For example, if they make a joke, laugh politely (even if it wasn't a real rib-tickler or you've heard it before). Or if they offer a surprising detail or tidbit of information then try to react with surprise. Doing so will make your passengers happy and make them want to keep talking to you.

5. Be a good listener

Asking questions is great, but you need to listen to the answers if you don't want to go around in circles. A handy result of this is that you're a lot better able to thread the conversation together and choose different subjects depending on where the conversation is going. For example, if the person says they had to travel somewhere for their job,



then you could speak to them about their job, where they traveled, or pick up on the theme of travel and talk about your own experiences. In any conversation there are a huge range of places you can go depending on your follow-up questions. This is also a useful way of avoiding topics that you really have no interest in or feel uncomfortable discussing.

6. Don't overthink

Your job is to drive your passenger quickly and safely from point A To point B. Try not to get too nervous or hung-up on how your conversational skills are coming along. Sometimes just saying what is on your mind is a perfectly reasonable way to start a conversation.

After all, it's how we start most conversations in our everyday lives. It doesn't mean that you need to blurt out everything in your head without any filter. It just means you don't need to overthink everything. Just bring something up and see where the conversation goes. If it reaches a dead end then so be it – no harm done.

7. Keep it local

Information or topics related to the local area are a great way to pass the time. And if they're a visitor then they'll often be very appreciative of a bit of local insight. From local news or recent developments there's always plenty of things to talk about. And if they're looking for some local recommendations, then it's always useful to have a couple up your sleeve.

From the best local pubs and cafes, to where to get a good haircut, a bit of insider knowledge is very useful and a great way to support the local economy. If you recommend a local business to a passenger then you might find that business returns the favor! Local pubs, hotels and restaurants could send a lot of work your way if customers respond well to you.

8. Find some common ground

Humans are social creatures who love making personal connections. Finding out that you have a similar taste in music or your children went to the same school could be the beginning of a long and fascinating conversation. It can also make a big difference when it comes to tipping or getting repeat business.

9. Classic icebreakers

There is a vast array of conversational icebreakers suited to all types of situations, so keep your ears open for any unusual or interesting ones you come across. If you like having the radio on then news, weather or songs are simple ways to strike up an easy and natural conversation.

If it's a controversial topic then it might be wise to let them bring it up if they choose to. Depending on the passenger it might be useful to opt for something fairly unobtrusive such as a music station rather than talk shows. Try to keep the

volume at a comfortable level so it doesn't disturb the passenger and you don't get too distracted from the road.

A good idea is to mentally note new topics of conversation as you go about your daily life. If you've read some interesting facts in the papers or watched a particularly interesting TV program, then it could be useful if you want to get a conversation started or change the topic.



If you do a lot of airport transfers then being up to date on some of the issues at popular holiday destinations can be useful. And if you're stuck, asking them about where else they've been to or perhaps their dream destination could make your shift pass more quickly.

A fun thing to do is to learn how to say 'hello', 'goodbye', 'thank you', and 'where would you like to go?' in different languages. You never know when this could come in handy, and it can be a nice welcome for someone who's visiting the UK for the first time.

Just as other professions have their interesting facts to share, as a taxi driver you've got loads, too. As we've already noted, if you drive regularly around a certain area then you'll get to know lots of useful information that could really make someone else's day.

And don't forget taxi driving itself, there are many fun facts about taxis that might entertain your passengers. You'll be thankful for them when you're next struggling for something to say!

10. Know when to end a conversation

Keeping a conversation going until all possible topics are worn out is one way to go about talking with passengers. However, it might not be the best way to get repeat business! Even if the conversation is going well, it's always better to end the conversation before it has completely run its course.

You want passengers to get out of your cab feeling like they would like to stay chatting, rather than feeling like they can't wait to get away. Keeping things short and sweet is a good way to leave a positive lasting impression.

LOTS (what, where, when, which)	HOTS (why and how)
What can I do for you ? Which direction do you want to go to your hotel? Where do you want to stop?	How can I help you to transfer you to your hotel as soon as possible? Why don't we use a shorter way to get to your hotel? How do you want to pay ? Why do you want to take a longer way?

Resources:

<https://www.taxiinsurer.co.uk/contact-us/news/how-To-make-conversations-with-passengers/>

<http://www.universaltaxidispach.com/blog/2015/08/taxi-etiquette-is-it-okay-To-strike-a-conversation-with-the-cab-driver/>

<https://englishlive.ef.com/blog/english-in-the-real-world/useful-phrases-take-taxi-english/>

Lesson 3: Misunderstanding about currency of money

Duration : 50 minutes

Background

Serbu arrives at the Turkish Airport of İstanbul and feels very exhausted because his flight has been delayed for some time and the only thing on his mind is reaching his booked hotel, drinking some beverages and falling asleep. With those thoughts in his mind he forgets to change his dollars to Turkish liras. He gets a taxi, the taxi driver asks the location to go and they begin their voyage. When they get to the Hotel of Serbu, Taxi driver says the amount of money which Serbu has to pay but It is like foreign language when Serbu hears 178 Turkish liras and the taxi driver has very little proficiency in English language. With the tiring and long journey's effect, he gives the taxi driver 178 Euros and leaves the taxi immediately.

The objective of the lesson

Teach taxi driver about the importance of different currency types of other countries

Learners should know	Learners should be able to
Each countries currency has different value comparing with his own	Be aware and careful about different countries' currencies Have enough knowledge to transform other currencies to his own one equally

Materials

- ❖ Currency transformation applications for Android or IOS
- ❖ Internet connection
- ❖ Basic mathematical methods about simple transformation for changing currency

Lesson about misunderstanding about currency of money

1. Tips to prevent popular Istanbul taxi scams

Taking a taxi (*taksi*) in Istanbul is a cheap, easy and comfortable way of transportation. But with 20.000 taxis driving around Town, only a fool would believe all drivers are honest. Luckily most of them are indeed fair, but there are a rising number of cases where tourists get hustled while taking a taxi ride in Istanbul. It's always good to have a healthy level of suspicion. Here are the most popular Istanbul taxi scams, and how you can prevent them from happening to you. Once you're done, don't forget to read up on even more tips to prevent popular Istanbul taxi scams.



Yellow Istanbul taxis.

Making the Taxi Ride Longer

- **Scam** — This is a very common trick pulled on tourists by taxi drivers all over the world, and Istanbul is no exception to the rule. As a Tourist you don't know the shortest way to your destination, so the taxi driver can easily make an extra detour around the block and increase the bill. In case the tourist does know the way, he'll come up with the excuse that there is a massive traffic jam on the usual route, or simply pretend to be lost.
- **Solution** — If you are indeed unfamiliar with the roads and/or don't speak Turkish, there is unfortunately very little you can do to tell him what route to take. That's why we came up with giving you an overview of Istanbul taxi fares to the most common tourist destinations. This will give you a nice indication on when to start arguing with the taxi driver and cut the bill he presents you. Following the route on your smartphone can also help, but be aware of possible Internet roaming charges.

The Turkish Lira Note Switch

- **Scam** — For arguments sake, let's assume the fare is 15 TL and you hand him a 50 TL note. Out of sight he switches the note with a 5 TL note he has ready, shows it to you and waits for you to hand him the 'remaining' 10 TL note. Where you expected to get change, you're confused (since you're not familiar with the money) and end up paying 60 TL for a 15 TL drive.
- **Solution** — Always make sure you have plenty of small bank notes and even coins on you for taxi rides so you can hand the taxi driver the exact amount due. In case you do have to hand a bigger note and expect change, double check the value of the note before you hand it to the driver. Showing the note and waiting to hand it over until he has prepared the change works wonders, too. Also, tipping a taxi driver is not a Turkish custom unless he helped you with (un)loading your luggage.

I Have No Change

- **Scam** — Again, let's assume the fair is 16 TL and you hand him a 20 TL bill. The driver seemingly looks a bit around in his cab. After a minute he comes up with only 1 TL in change, claiming he ran out of coins. This way he tries to 'earn' another 3 TL.
- **Solution** — You have two options. If it's only a few Turkish Liras, you can just let it go. Or, what I mostly do, just sit in the car and tell him to go change the note in a shop. You'd be surprised how quickly they all of a sudden come up with the exact change.

A Fixed Price Instead of Using The Meter

- **Scam** — The driver suggests to agree on a price for the ride to your destination instead of using the taxi meter. He'll argue you're better off this way, because there is a lot of traffic, he'll take a short cut and you'll pay less. Why would he want to be so kind to you? He isn't!
- **Solution** — Always insist on using the meter! If he doesn't want to use the meter, or even worse doesn't have one, refuse the ride, get out and flag down another taxi. The same goes in case he claims halfway the ride the meter breaks down. Just make him stop next to a police car, and get out. He won't argue with you, trust me. The only time you could agree not to use the meter is when you're familiar with the route and fare, and you get the same or a better deal.

Taxi, Taxi? Follow Me!

- **Scam** — There are about 19.000 official and licensed taxi drivers in Istanbul. Unfortunately, there are at least a similar amount of illegal, unlicensed or private taxi drivers. Some may offer better rates, the majority don't!
- **Solution** — Only take official taxis. Istanbul taxis are yellow, have a *taksi* sign on the roof, have a meter built in (newer ones have them integrated in the mirror) and show their affiliation with a taxi stand, airport, hotel, etc. painted on their doors. You can have the hotel call one for you, look for them at taxi stands or just flag them down on the street.

Night Versus Daytime

- **Scam** — The taxi driver puts the taxi meter on night time (*gece*) during the day, or during the night. Either way, it's not correct because the night time/daytime difference has been abolished!
- **Solution** — Make sure the meter is always set to daytime (*gündüz*). These words should appear on the meter display at regular intervals. For the new, mirror integrated meters, the daytime code to look for is '1'.

2. Istanbul Taxi Fares Every Tourist Ought To Know

Last updated: April 7, 2022

Just like everywhere else in the world, some Istanbul taxi drivers have several tricks up their sleeve to hustle unaware Tourists. The most common practice is to

extend the travel duration by making (huge) unnecessary detours. And since you're not an Istanbulite, they're pretty confident that you wouldn't notice — and you won't! But with this list of Istanbul taxi fares from Taksim and Sultanahmet to the most common tourist destinations, you are sure to pay the correct cab fare!



Istanbul Taxi Flat Rate and Increments

- When you enter the taxi, the driver will activate the meter. The display should read 9,8 TL — the current flat rate.
- This fare is incremented with approximately 6,3 TL every kilometer.
- If a taxi gets caught up in traffic and doesn't move or has to wait on your behalf for over 5 minutes, 0,8 TL will be added per minute.
- The minimum fare is 28 TL (To prevent people taking taxis for too short of distances)
- If your taxi has to pay a toll to cross a bridge (8,25 TL each way), use a tunnel or use certain highways, that price will be added to the fare on the meter. However, you should not be charged for his route back.
- There used to be a night and day rate, but that has been abolished. Don't let him tell you differently!

Istanbul Taxi Fares from the New Istanbul Airport

- To Sultanahmet — 337 TL (best case scenario, low density traffic)
- To Taksim — 262 TL (best case scenario, low density traffic)
- Here's an overview of all options on how to get to your hotel from the New Istanbul Airport.

Istanbul Taxi Fares from the Sahiba Gökçen Airport

- To Sultanahmet — 309 TL (plus bridge or tunnel toll)
- To Taksim — 268 TL (plus bridge or tunnel toll)

- Shocking fares, right? Here are better options on how to get from the Sabiha Gökçen Airport to your hotel!

Istanbul Taxi Fares from Sultanahmet (and vice versa)

- To Akmerkez Shopping Mall — 85 TL
- To Bebek — 104 TL
- To Beşiktaş — 63 TL
- To BuzAda — 92 TL
- To Cehavir Shopping Mall — 54 TL
- To Dolmabahçe Palace — 48 TL
- To Fatih — 38 TL
- To Galata Tower — 48 TL
- To İstiniye Park Shopping Mall — 111 TL
- To Kadıköy — 145 TL (plus bridge toll)
- To Kanyon Shopping Mall — 79 TL
- To Metrocity Shopping Mall — 79 TL
- To Nişantaşı — 60 TL
- To Ortaköy — 79 TL
- To Pierre Loti Cafe — 60 TL
- To Rumeli Hisarı — 117 TL
- To Taksim — 41 TL
- To Yıldız Park — 73 TL

Istanbul Taxi Fares from Taksim (and vice versa)

- To Akmerkez Shopping Mall — 67 TL
- To Bebek — 79 TL
- To Beşiktaş — 26 TL (minimum fare)
- To Buzada — 60 TL
- To Cehavir Shopping Mall — 35 TL
- To Dolmabahçe Palace — 28 TL (minimum fare)
- To Fatih — 44 TL
- To Galata Tower — 38 TL
- To İstiniye Park Shopping Mall — 101 TL

- To Kadıköy — 123 TL (plus bridge Toll)
- To Kanyon Shopping Mall — 70 TL
- To Metrocity Shopping Mall — 70 TL
- To Nişantaşı — 29 TL
- To Ortaköy — 54 TL
- To Pierre Loti — 123 TL
- To Rumeli Hisarı — 73 TL
- To Sultanahmet — 41 TL
- To Yıldız Park — 41 TL

Please Use Common Sense

- Print or copy this list prior to your departure for Istanbul. You may not be able to browse this site while you're in the taxi.
- These fares are indications based on rides I took myself. They are correct and up-to-date, but Istanbul road conditions change every day. Don't argue with your driver or call for the police unless the meter shows a significant deviation from the fare mentioned here.

Disclosure: Please note that some of the links above may be affiliate links. If you make a purchase, at no additional cost to you, I earn a commission to keep the site ad free. I only recommend products and companies I use or have used.

LOTS (what, where, when, which)	HOTS (why and how)
What did you mean by 'currency'?	How can we fix this currency problem we have?
Which currency do you have ?	Why don't we check your instant currency ?
Which currency do you want to change?	How would it be if we use the application for money change stuff?

Resources:

<https://mtradeasia.wixsite.com/corporate/post/3-common-misconception-of-money-changing>

<https://www.justbusinesstips.com/4-myths-and-misconceptions-about-money-exchange/>

<https://www.nerdwallet.com/article/banking/where-To-exchange-currency-without-paying-huge-fees>

<https://www.investopedia.com/articles/personal-finance/082115/best-ways-save-currency-exchanges.asp>

<https://www.globalexchange.com.tr/en/istanbul>

<https://www.quora.com/Why-do-taxi-cabs-say-driver-only-carries-5-00-in-change>

<https://theistanbulinsider.com/istanbul-taxi-fares-every-Tourist-ought-To-know/>

Lesson 4: Impolite taxi drivers

Duration : 75 minutes

Background

Işıl uses her hand to flag a taxi and just at that moment two taxi drivers appear at the outside of Malta Airways, Isıl is happy because she can finally have a chance to arrive to her hotel in Malta, but two taxi drivers don't feel like she did, because there is no other people for them expect besides Işıl. They stop next to Işıl and both welcome her to their own cars, Işıl is confused and doesn't know what to do, but one of the taxi drivers grabs her luggage and takes them to his/her car. The other taxi driver shouts at the other one and leaves. She finally sits in the taxi and they start going to her hotel, but the taxi driver still feels angry and drives the car fast and aggressively. He/She says inappropriate words to the other driver and makes Işıl uncomfortable during the voyage.

The objective of the lesson

Teach taxi driver common courtesy and anger management techniques

Learners should know	Learners should be able To
Being polite matters	Show respect to the farers
How important is a smile to fares	Understand the rights of farers
	Be polite to farers

Materials

17 THINGS THAT GIVE TAXI DRIVERS A BAD REPUTATION

Every cab passenger has a tale or two about a shocking or unpleasant taxi journey.

And many have shared those stories on social media too, damaging the reputation of the driver or company in question.

While the UK has strict regulations to weed out the worst drivers, there are still some who either flout the laws or offer poor customer service.

Read on for our guide to putting your passengers at ease and boosting your brand.

1. Looking for a more profitable fare

For a taxi driver, it's pretty annoying to queue in a line at a railway station, only to pick up a passenger who wants a short hop that will not cost very much.

However, taxi drivers are allowed to refuse to take passengers only in certain circumstances, such as when they want to travel outside the district. Failing to take a passenger on a short journey could lose you your license.

Better to accept the situation as just part and parcel of a taxi driver's life, take the passenger with good grace – and hope they give you a generous tip.



2. Not taking passengers all the way to their destination

Driving, especially in cities, can be a frustrating business. Just one set of roadworks can easily double your journey time.

It's tempting in those situations to suggest to the passenger that they walk the final stretch. They might reach their destination quicker, and you can get onto your next fare in good time.

However, for passengers carrying heavy luggage, who find it difficult to walk, or who don't know their way around, those final hundred meters are a huge challenge.

Sure, you can suggest they walk. But insisting on it will gain you a bad reputation.

3. Taking a longer route

So you're picking up passengers from the airport. You can see they're foreign, lost, and desperate to get to their hotel in this strange city. Are you tempted to take them the scenic route – even though it's dark?

Plenty of taxi drivers do just that. Indeed, many tourists suspect you're doing it even when you're not, which can be hurtful for honest drivers.

These days, with Google Maps on smartphones, passengers are pretty savvy. The best way to boost your fare is by offering an excellent service, not by trying to bamboozle people.

4. Failing to wait

It's understandable that drivers don't want to wait too long. Each minute spent idling outside someone's home is wasted as far as you're concerned.

But if you arrive at a pick-up point five minutes early then speed off four minutes later, passengers are understandably aggrieved and mightily inconvenienced.

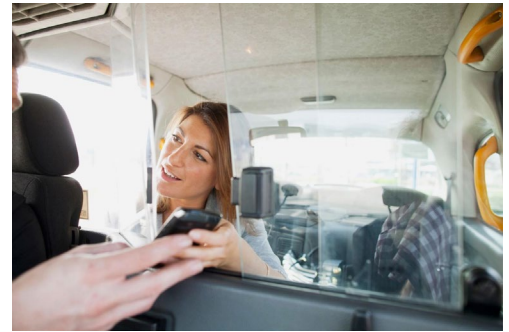
Sure, you might pick up your next fare more quickly, and earn yourself an extra ten. But in the longer term, your reputation and your business will suffer.

5. Trying to charge passengers extra

Whether it's extra bags, extra passengers or extra mileage, some drivers will attempt to use them as leverage to gain extra cash. Passengers feel they've no choice but to accept grudgingly.

Unless there's a good reason for these charges and you spell it out at the time of booking, you're going to anger a lot of passengers this way

Reputation matters – there's a lot of competition out there between taxi firms. So if word spreads that you've hit passengers with an unexpected and unexplained charge, expect your business to suffer in the long term.



6. Failing to give passengers change

It's understandable that drivers don't carry a lot of change. You're in a vulnerable position, and large sums of money could make you a magnet for trouble.

But no change for a ten for an £8 fare? That's hard to believe.

As society goes increasingly cashless, more and more drivers are accepting card and phone payments so maybe this irritation will soon be a thing of the past.

7. Making passengers feel uncomfortable or unsafe

The vast majority of taxi drivers are courteous – even when their passengers are not. Some drivers, however, overstep the mark.

If you're a male driver, you need to behave in a professional manner towards all passengers, but especially women on their own. Even if she's chatty, she wants to feel safe – that's probably why she's taken your cab rather than the bus.

If it's late at night, or if she's drunk, then it's doubly important that you don't act in an overfamiliar way.

Putting any customer in an awkward position will mean they're very reluctant to travel with your firm again. If you're persistent or intimidating, you could well find they make a complaint about your behavior to your boss, local authority – or even the police.

8. Driving badly

If you're on the road all day, it gets very tempting to cut corners. After all, you'll see countless other commercial drivers running red lights and undertaking some very alarming U-turns.

Don't do it. As a professional driver, you're already at a higher risk of traffic accidents than most people, simply because you spend so many hours on the road.

Don't make accidents more likely by breaking road laws – they're there for a reason, which is to keep you, your passengers, and other road users safe.

Stick to the road laws – and make sure you've got good taxi insurance in case of accidents.

9. Failing to turn up

Passengers don't book taxis just for fun. They want to get somewhere – usually by a certain time.

So if you fail to turn up when expected, your reputation will plummet. That passenger will turn to your competitor immediately, and will tell their friends and neighbors about your failure too.

So invest in a good booking and administration system. Make sure support staff are clued up. And when you say you'll be somewhere at a certain time, make sure you are!



10. Discriminating against disabled passengers

Now this is about more than just reputation. This is a moral and legal issue, too.

It's against the law to refuse to carry a wheelchair if a passenger needs one. Likewise for assistance dogs, unless you are already displaying a medical certificate that shows you're allergic to them.

You face a fine and the loss of your taxi driver license if you're found to have refused to carry a passenger because of their disability.

There really is no excuse. Many cabs are now wheelchair accessible, and if not, you should be able to store the chair in your trunk.

Assistance dogs are really not going to cause you any trouble. They're perfectly trained in how to behave in a taxi – which is more than you can say for some passengers!

11. Driving without a taxi license

There's a fair amount of paperwork involved in becoming a taxi driver, so it's understandable that some drivers just want to get on the road and start earning money before they're properly licensed.

But doing so could land you with a large fine, and invalidate your taxi insurance.

12. Smoking in your vehicle

The law is clear: you are not permitted to smoke in your taxi or minicab. Even if it's your own vehicle, and even if you are not carrying passengers at the time.

If you need to smoke, take a break and have your cigarette well away from your vehicle.

However, be aware that smoke clings to your clothes. While that's not illegal, many customers find it unpleasant to be in a confined space with the smell of stale cigarette smoke, and might avoid traveling with you again. Yet another reason to kick the habit for good!

As for drinking and driving – it's illegal and dangerous. Don't even think about doing it.

13. Charging excessive fares

Local authorities have the power to set fares for taxi journeys, though these don't apply to private hire vehicles.

So if you're on a meter, that's the maximum you can charge – and exceeding it puts you at risk of losing your taxi license.

If you're a minicab driver, you can set or agree to your own prices. But unless you're the sole operator in your area, there's likely to be a going price for certain journeys, e.g. to the airport or railway station.

Setting high prices – or, worse, agreeing one price before the journey and then demanding more at the end – is a sure-fire way to upset your customers and damage your reputation.

And with growing competition from the likes of Uber, you really can't afford to do that.



14. Making passengers share your vehicle

Sometimes it makes total sense to see if passengers would like to share your taxi with others traveling the same way. If cabs are in short supply, it can be a massive help for stranded passengers. It also reduces costs for everyone involved, and is better for the environment.

However, not everybody wants to share a cab. They might find it uncomfortable, from both a physical and a psychological point of view.

If you sense that the first people in the queue don't want to share, don't force the issue. It will create bad feelings all around.

15. Having a dirty or shabby vehicle

Your cab is your livelihood. You should be caring for it: getting it checked and serviced regularly, and covering it with a suitable taxi insurance policy.

From a passenger's point of view, they want to travel in a recently cleaned car. They don't want to sit in debris left behind by other passengers, or smell the lingering traces of your lunch.

Of course, at the end of a busy Friday night, your vehicle interior may not be as pristine as when you began your shift. But keep it as tidy as possible.

Tell passengers – politely – not to eat in your vehicle, and ask them to take their trash home with them. Take a quick look in the passenger area between rides, and clear out any obvious mess.

16. Not returning lost property

It's frustrating that so many passengers leave wallets, glasses, coats, umbrellas and suchlike behind. You can't keep track of every item – particularly not if you're on a busy shift.

But if you find mobile phones, laptops, cameras or anything with an internal memory; personal ID such as passports or bank cards; or large sums of money, you should try to return them or take them to a police station.

Drugs should also be handed in, for obvious reasons!

Other items you should keep for at least 28 days.

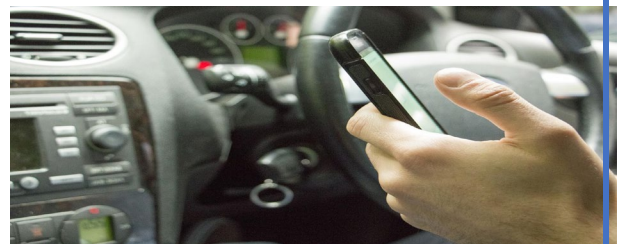
Drivers who go that extra mile to reunite passengers with their lost property will quickly win gratitude, and boost their reputation.

17. Carrying out their own personal business

When you're giving a passenger a ride, you're at work. So you need to act professionally.

That means not holding lengthy phone calls about your own family or personal business. It means not stopping to pick something up from a shop. And certainly not giving a lift to a friend or family member.

All the above can be disconcerting or intimidating for nervous passengers, many of whom find being in a confined space with strangers somewhat alarming.



Keep everyone happy by separating your personal and your professional lives.

LOTS (what, where, when, which)	HOTS (why and how)
What is your opinion about my attitude towards you during the voyage? Where would you like to go Mr/Mrs? Is there anything else I can do for you?	Welcome to my country, How was your trip? How can I serve you Mr./ Mrs....? How do you do today Mr/Mrs.....?

Resources:

https://www.youtube.com/watch?v=m8uySVbeOuk&ab_channel=Howcast

<https://www.universaltaxidispatch.com/blog/2015/01/dealing-with-rude-cabbie-drivers/>

<https://www.usaToday.com/sTory/travel/roadwarriorvoices/2016/06/07/taxi-cab-scam/32649337/>

<https://www.taxiinsurer.co.uk/contact-us/news/17-things-that-give-taxi-drivers-a-bad-reputation/>

<https://travelwithgrant.boardingarea.com/2018/06/12/how-do-you-handle-rude-taxi-drivers-shelli/>

Topic 5: Fast Food Delivery

Lesson 1: Lost in the suburbs

Duration: 90 minutes

Background

Eric is a fast food delivery man. He has to deliver an order to a person who lives in a residential area in the suburbs of the city. When he arrives at the supposed address, he can't find the customer's house, so he decides to call him for help.

Eric tells him that he is at the address given by the restaurant but that he cannot find his destination. The customer explains to him that he has to go straight down Calle Rosales until he sees a white gate with the words "Paraíso residential area" on it. Once there, he has to dial 112. When the gate opens, he has to turn right and then left. His doorway is the first one he will see. Eric thanks the client for the explanation and tells him that he will have his order in less than five minutes.

The objective of the lesson

Teach students how to communicate with the client in case they cannot find their home address.

Learners should know	Learners should be able To
Vocabulary related to giving directions Expressions related to giving directions	Understand the directions that a customer may give them to find their home address.

Materials

- ❖ Flashcards with ways of giving directions
- ❖ Example of dialogues
- ❖ Explanatory videos

Useful Vocabulary

Turn left/right

Take the first/second... on the left/right

Go/walk straight along

Continue on this side of the road

*It's next To/in front
of/between*

It's near/far

It's on/around the corner

It's on your left/right

The street

The main road

The roundabout

The bridge

The river

The city center

On foot

By car/bus/train

Avenue

Crossroads

Highway

Block

Resources:

The Food Delivery Revolution: https://youtu.be/_WHCjv1MRmM

What food delivery is like in 2022: https://youtu.be/_Zd4GrA7fpc

Lesson 2: The accident

Duration: 60 minutes

Background

Allysa is a fast-food delivery girl. She has to deliver an order to a customer in less than thirty minutes. Unfortunately, she won't be able to make it in time, as she has had a small accident on her scooter.

Once the problem is solved, she proceeds to call the restaurant to explain what happened. The manager tells her not to worry and that they are going to repeat the order and send someone else to deliver it. He also asks her to call the client to tell him what happened and why his order is going to be delivered late. Allysa then calls the customer to inform him about the situation. The latter replies that he understands and that he will wait for the other delivery man. Allysa apologizes again and hopes that what happened will not occur again.

The objective of the lesson

Teach students how to communicate a problem in case it arises unexpectedly.

Learners should know	Learners should be able To
Vocabulary related to problem solving Expressions related to problem solving	Communicate to both the customer and the restaurant that a problem has arisen And they will not be able to deliver the order on time.

Materials

- ❖ Flashcards with vocabulary and expression related To problem solving
- ❖ Example of dialogues
- ❖ ExplanaTory videos

Useful Vocabulary

I've had an accident so I won't be able to...

I ran up against...

Deal with

I've got a bit of a problem...

I'm sure we can work it out

*Don't worry, these things
happen*

What's the matter?

What's wrong?

Thanks for letting me know

Resources

<https://youtu.be/k1AE9ML0XLs>

https://youtu.be/QTzDL_RjQ9U

Lesson 3: Wrong order

Duration: 45 minutes

Background

Ryle is a fast food delivery man. He has been tasked with delivering a home order. Once the food has been handed over to the customer and Ryle is about to carry on with his duties, the client angrily calls him and tells him that this is not the food he ordered.

Ryle, surprised, checks the orders he has to deliver on his shift and realizes that he has made a mistake and delivered the wrong one. He apologizes to the customer and explains that the order number is practically the same as another order he has to deliver today. The customer tells him not to worry about it but to ensure that it doesn't happen again.

The objective of the lesson

Teach students how to deal with situations where they have delivered the wrong order.

Learners should know	Learners should be able To
Vocabulary related to apologies Expressions related to apologies	Know how to apologize if they have made a mistake in relation to the delivery of an order.

Materials

- ❖ Flashcards with vocabulary and expression related to apologies
- ❖ Example of dialogues
- ❖ Explanatory videos

Useful Vocabulary

I've made a mistake
That was an oversight
That was totally on me
That was my fault
I'm sorry about that
I really want to apologize for that
I hope you can accept my apologies
I would like to apologize

*Please accept my sincerest
apologies*

To make up for it, I'd like to...

*To make sure it doesn't happen
again, I want to...*

I'll take care of this

I'm working to fix this by...

I will have this taken care of by...

References

"This is not what I ordered!" <https://youtu.be/HwU6we8zMQU>

Lesson 4: Only cash

Background

Ana is a fast food delivery girl. She has to deliver an order to a customer's home. Once she arrives at the place and the customer is in possession of the food, Ana informs them that the total amount of the order is 18.50 euros. The customer asks if they can pay by card. Ana, not having a dataphone, replies that she only accepts cash. The customer gives her a 50-euro note. However, Ana has not changed. Ana asks them if they happen to have a smaller note. The customer takes their wallet and, after a while of searching, manages to find a 20-euro note. Ana thanks them and gives them the change.

The objective of the lesson

Teach students how to give change.

Learners should know	Learners should be able To
Vocabulary related to give change Expressions related to give change	Know how to give change

Materials

- ❖ Flashcards with vocabulary and expression related To give change
- ❖ Example of dialogues
- ❖ Explanatory videos

Useful Vocabulary

Can I get change?

Can I have some change?

Money

Cash

Bill/note

Coins

Do you have change for a fifty?

I have a few twenties in my wallet

Credit card

Dataphone

Change

To pay

Wallet

Spare change

Purse

Currency

Resources

<https://youtu.be/toyh9bGhctk>

Topic 6: Hotel Housekeeping

Lesson 1: Housekeeper; Detergents to be used, and different cleaning tools

Duration: 30 minutes

Background

Akuba from Ghana works in a hostel in Malta. She has never worked as a housekeeper before. When the Housekeeping Manager was talking to her, she realized that Akuba was not sure about the different cleaning products and tools that she needed to use to do her job properly.

The objective of the lesson

Teach students about the different types of cleaning products and cleaning tools

Learners should know	Learners should be able to
Basic knowledge about the different types of cleaning products	Know and understand the different uses of cleaning products and when to use them
Basic knowledge about the different tools needed to do the job properly	Properly use the cleaning tools

Materials

- ❖ Sanitizers, cleaning detergent, disinfectants and toilet cleaner.
- ❖ Vacuum cleaner, sweeping brush, dustpan and bucket

Lesson about the importance of using the right detergents and the right cleaning tools

1. Explanation on different cleaning detergents

- ❖ Cleaning detergents--- remove dirt through wiping, scrubbing or mopping
- ❖ Glass or window cleaner—used to clean glass and mirrors
- ❖ Sanitizers--- reduce bacteria, molds and viruses, this is recommended to be used in public areas such as toilets and food preparation areas
- ❖ Disinfectants are commonly found in a toilet cleaner

2. Health and safety precautions

- ❖ The importance of wearing gloves when handling chemicals
- ❖ The importance of storing the detergents in the right place

- ❖ The importance of never mixing detergents together unless you are requested to by your manager
- ❖ If a chemical gets in your eyes or mouth, seek your manager's help right away
- ❖ If you are not sure which detergent to use, ask for assistance

3. Proper use of a vacuum cleaner

- ❖ Show the students the on and off power button
- ❖ Make sure the outlet plug is working properly
- ❖ Show students the vacuum bag, how the cover opens, bag changed and emptied
- ❖ Students will be taught how to properly use a vacuum cleaner, by aligning their body with the path of the vacuum cleaner
- ❖ They will learn how to vacuum a carpet the right way by practicing

4. Other cleaning tools

Students will be exposed to all the cleaning tools that they are expected to use. They will be taught the difference of each and where you use it.

These may include the following:

- ❖ Toilet brush, only to be used when cleaning the toilet
- ❖ Sweeping brush, to be used to sweep the bathroom and any other floor that has tiles
- ❖ Dustpan, to be used with the sweeping brush to collect dust and rubbish
- ❖ Bucket, to be used to fill water in, to mop and clean floors

Lesson 2: Housekeeper; Making a bed

Duration: 30 minutes

Background

The Allegro Hotel recently hired a lady from Sudan. When the housekeeping supervisor took her around to show her the rooms, she pointed to the different linen used and asked what it is called in English. The housekeeping manager realized that the technique of making a bed and the description of the linen needed to be explained.

The objective of the lesson

Teach students about the different types of linens used and how To properly make a bed

Learners should know	Learners should be able To
Basic knowledge about the different type of linen used	Know and understand the different uses of linen needed to make a bed
Use of proper vocabulary	Properly make a bed
Know the technique of properly making a bed	

Materials

- ❖ Linen such as pillowcases, sheets, quilts, pillows, blankets and mattress protectors. An actual hotel guest room with a bed so students will be able to practice.

Lesson about making a bed

1. Get fitted sheets with elastic corners.

Pull the sheet from each corner and wrap it around the mattress.

Tuck the elastic section beneath the corner of the mattress neatly.

2. Layer the bed with a flat sheet

The sheet should lay facing down on the fitted sheet, and it should drape equally over all sides of the bed. Remove any wrinkles on the sheet.

3. On the Top of the flat sheet, place a light blanket.

The blanket should touch the corners of the sheet.

Ideally, a blanket made of linen or cotton should be used.

4. The corners need to be folded in.

When tucking the corners, first tuck all the three sides.

Next, make sure the corners form a triangle and tuck all the excess fabric underneath.

Remove the wrinkles on both sides by tucking the sheet.

5. Putting down the quilt.

Fluff the quilt over your bed, leave space for your pillows by folding the top, and distribute equally on both sides.

6. Fluff the pillows and place them correctly.

The first step is to fluff your pillows well. What usually happens is that, with regular use, pillows become flat and deflated, so fluffing them will ensure they look good.

Now, arrange the pillows where you place the large pillows first, followed by the next in size. Then, place the square decorative ones (optional).

Make the pillows meet the quilt cover by unfolding it.

Lesson 3: Housekeeper; Cleaning a bathroom in a guest room

Duration: 30 minutes

Background

Maria came from Kenya and applied as a housekeeper in a nice hotel in Malta. She has experience in her country, however she never worked in the hospitality industry. When she was hired, the Hotel Manager knew that she would need training, so the following plan was devised.

The objective of the lesson

Teach students about the proper way to clean a guest bathroom

Learners should know	Learners should be able To
Basic knowledge about the different type of materials needed for different tasks Use of proper vocabulary The expected standard of what is needed from them	Know how to properly clean a bathroom Use different tools and cleaning cloths for different tasks

Materials

- ❖ Trash bin liners, glass cleaner, toilet cleaner, disinfectant cleaner, toilet brush, rubber gloves optional, different cleaning cloths.

Lesson about cleaning a bathroom

1. Emptying the trash from the bathroom bin

Remove rubbish from the bin and put a new liner in. Take out any dirty towels and make sure the floor is clear.

2. Scrubbing the bath, shower and toilet

Scrub the sink and shower with the allocated sponge.

Scrub the toilet using the proper toilet brush and the toilet cleaner.

3. Clean all surfaces including any mirrors

Using the provided disinfectant or antibacterial cleaner, wipe all surfaces such as the sink and the counter.

With a glass cleaner and the proper cleaning cloth, wipe down the mirror.

4. Rinse surfaces and dry

Rinse the surfaces with clean water and using a clean and dry cloth, wipe everything.

5. Replenish toiletries and towels as provided by the hotel

Replenish any soap, shampoo or lotions as provided by the hotel.

Replenish any towels, washcloths or bathroom mats as provided by the hotel.

6. Sweep and mop the floor

Sweep the floor, making sure there are no hairs in sight.

Use a mop and wash the floor.

Lesson 4: Housekeeper; Public Area Cleaner

Duration: 30 minutes

Background

Paolo, who came To Malta from Bolivia, was busy working in the lobby of the Allegro Hotel. He has a very cheerful character and would smile at the guests that walk in. One morning, a guest asked him where the Hotel reception was, and he kept nodding and smiling without answering. The Hotel Manager realized the need to go over the importance of the public area of the hotel and what needs to be cleaned.

The objective of the lesson

Teach students about the proper way to greet a guest and important locations to be cleaned

Learners should know	Learners should be able To
Basic greeting vocabulary	To greet a hotel guest
The public areas of the hotel	Direct the guest to the public areas when asked
How to help the guest with basic questions	

Materials

- ❖ Role playing, proper vocabulary, walk through the public areas

Lesson about greeting a guess and areas needed to be cleaned

1. Greeting the guest

When you see a guest, be prepared to greet them with the following:

Good morning if it is during the day before 12 o'clock

Good afternoon if it is after 12 o'clock

Good evening if it after 4 o'clock

The students will take turns role playing the guest and the employee and greeting each other

2. Proper vocabulary for specific areas in the hotel

Front Door

Lobby

Reception Desk

Public Toilets also could be referred to as Restrooms

Guest lift

Luggage Room

Guestrooms

Hallway or Corridor

Office

Breakfast Lounge/Dinner Lounge

Restaurant

Bar

Swimming Pool

3. Doing a walk through and properly labelling the locations mentioned above

The students together with the supervisor will go through the hotel and test their knowledge of the locations by the proper name they just learned

4. Public places to be cleaned

The Hotel Manager will remind the students that these public areas are everyone's responsibility. These need to be cleaned and kept always looking good. Even though Paolo is the Public Cleaner, if someone is walking through and sees a paper on the floor, they need to work as a team and pick it up.

5. Conclusion

The students will take turns practicing the new words to match the location in the hotel.

They will also quiz each other to test how much they learned.

Topic 7 : Hotel Receptionist

Lesson 1: Internet problem

Background

Scott Hayek is a guest of Zaragoza Spain's best city hotel. When he arrives at his room after checking in, he encounters a problem: he cannot connect his laptop to the Internet. It is of vital importance for Scott to solve this problem because the next day is his sister's wedding and he needs to check the registry. So he proceeds to call reception for help.

The hotel receptionist gives him the Wifi password. He also tells Scott that he will send a technician to his room to check the corresponding electronic devices in case he is still unable To connect To the Internet.

The objective of the lesson

Teach students how to assist their clients in case of technical problems

Learners should know	Learners should be able To
Vocabulary related to electronic devices and the Internet Expressions to help customers related to electronics	Assist clients with any technical problems that may arise

Materials

- ❖ Pictures/ images of electronic devices
- ❖ Flashcards with name and image of electronic devices
- ❖ Explanatory videos

Useful Vocabulary

Laptop

Television

Phone

Electrical appliance

Wifi

Router

Thermo electric

Hairdryer

Fridge

Remote control

Lamp

Switch

Electricity

Coffee maker

Air conditioning

Speaker

Lesson 2: The city's most important sites

Background

Alice and John recently saw a documentary about Zaragoza and have decided to spend a few days in the city and get to know all its nooks and crannies. Once they arrive at the hotel, they read the guidebook they have bought to check out the most important things to visit. The couple are a bit lost, as they don't know how to get to the places or what transport to use. So they decide to go down to the hotel lobby and ask the receptionist for help.

The receptionist shows them a map and points out the most emblematic places in the city. He also gives them information on how to get to each place, either on foot or by bus or tram. He also recommends typical restaurants where they can go to eat. Finally, he offers them some excursions and guided tours which can be booked through the hotel itself.

The objective of the lesson

Teach students how to assist their clients when they are in doubt about how to get to a certain place.

Learners should know	Learners should be able To
Vocabulary related to tourism	Help their clients with any questions they may have on how to get to a particular site
Expressions to help customers to get to a certain place.	Recommend tourist attractions, monuments, museums or restaurants to their clients.
Expressions consisting of offering or recommending activities	Try to sell the activities offered by the hotel to its guests

Materials

- ❖ Pictures/ images of tourist attractions and means of transport
- ❖ Flashcards with name and image of tourist attractions and means of transport
- ❖ Explanatory videos

Useful Vocabulary

Excursion

Tour

Map

Guide

Attractions

Beauty spot

Heritage center

Sights

City center

To book

To go sightseeing

To make a reservation

Tram

Subway

Bus

Resources

<https://quizlet.com/413280949/igcse-travel-and-tourism-unit-1-flash-cards/>

https://youtu.be/c-WOvPZ_P8I

<https://www.youtube.com/watch?v=-j2vUyXYEU>

Lesson 3: Check-in

Duration: 1 hour

Background

Blake has a reservation at the Grand Atlantic Hotel for a double room with a view of the park for two nights. When he arrives at the reception he proceeds to check in. The hotel receptionist tells him that he has to pay the full price for the two nights, which is 240 euros. Blake asks what is included in the price. The receptionist replies that a full continental buffet every morning, free airport shuttle service, and use of the hotel's safe are all included. However, the use of the mini-bar and the room service that the hotel provides will entail an additional charge.

After Blake has paid for his stay at the hotel, the receptionist gives him the key to his room, which is number 516. He tells him that to get to his room he has to take the elevator on the right up to the fifth floor. Then he has to turn left once he exits the elevator and his room will be on the left-hand side. The receptionist also communicates to him that a bellboy will bring his bags up.

The objective of the lesson

Teach students how to check in their hotel guests.

Learners should know	Learners should be able To
Vocabulary related to check in hotel customers Expressions related to check in hotel guests	To communicate with the hotel guests in case of any questions about the check- in.

Materials

- ❖ Examples of dialogues
- ❖ Explanatory videos

Useful Vocabulary

Bellboy

Chek-in

Double room

Elevator/lift

Floor

Front desk/reception

Guest

Lobby

Lounge

Reservation/booking

Room service

Rate

Receipt

Refund

Restaurant

Resources

<https://youtu.be/kq9Q9-U0vrc>

<https://youtu.be/BiLzykOr1jI>

<https://www.vocabulary.cl/Lists/Hotel-Dialogues.htm>

Lesson 4: Complaint about room service

Duration: 1 hour

Background

Susan is staying at the Siesta Hotel. She would like to make a complaint, as her room has not been cleaned properly. So she decides to go down to reception and explain the situation: there is dust everywhere and she found papers in the wastebasket. Susan tells the receptionist that this is unacceptable, that she is paying a lot of money, and that the least she can expect is for her room to be clean.

The receptionist offers Susan a solution: a complimentary upgrade to a deluxe room. She accepts the offer but tells him that this sort of thing should not happen. The receptionist apologizes and tells her that he will send someone to pick up her luggage and move it to the new room.

The objective of the lesson

Teach students how to deal with hotel guests' complaints.

Learners should know	Learners should be able To
Vocabulary related to complaints resolution Expressions related to complaints resolution	To deal with customer complaints and offer them a solution.

Materials

- ❖ Examples of dialogues
- ❖ Explanatory videos

Useful Vocabulary
<i>To pick up the luggage</i>
<i>Room service</i>
<i>Complaint</i>
<i>Solution</i>
<i>Deluxe room</i>
<i>Complimentary upgrade</i>
<i>I'm sorry about that, let me see how we can fix that right away...</i>

*If you need anything else, please
let us know...*

Enjoy the rest of your stay!

To clean the room properly

What is wrong?

Is everything in order?

How can I help you?

This is what I can do for you...

Resources

<https://www.deputy.com/blog/the-20-most-common-hotel-guest-complaints>

https://youtu.be/691WyW_krIQ

https://youtu.be/PhfUndyWn_A

Lesson 1: Numbers and Amounts**Duration: 90 minutes****Background**

An American tourist arrives at a hotel in Berlin. The luggage carrier is from Syria. The American guest approaches the luggage carrier in English and asks him to take one piece of luggage to his room (number 525) and another two small pieces of luggage directly To the conference room on the 3rd floor.

The luggage carrier understands some English. However, he cannot speak it very well. In order to make sure he understands the complex instructions correctly, he has to check back with the guest. It takes a while for them to go over the instructions again by pointing to the bags and using fingers to symbolize the numbers of rooms and floors.

The luggage carrier finally delivers the luggage – as requested - To room 525 and To the conference room on the third floor. However, it turns out that the guest is waiting for the two bags in the conference room on the 2nd floor, which he, due To his cultural background, believes to be the “3rd floor”.

In US American floor plans, there is no “ground floor”. The European “ground floor” is the first floor to Americans. Thus, the American “third floor”, is the “second floor” To Europeans.

The objective of the lesson

Teach students about numbers, ordinal numbers, enumeration and cultural difference in terminology

Learners should know	Learners should be able to
Numbers 1 To 100	Understand complex instructions
Enumeration, ordinal numbers	Understand the difference between numbers (floors and room numbers), amounts (pieces of luggage) etc.
Cultural difference (ground floor and first floor in British and American buildings)	

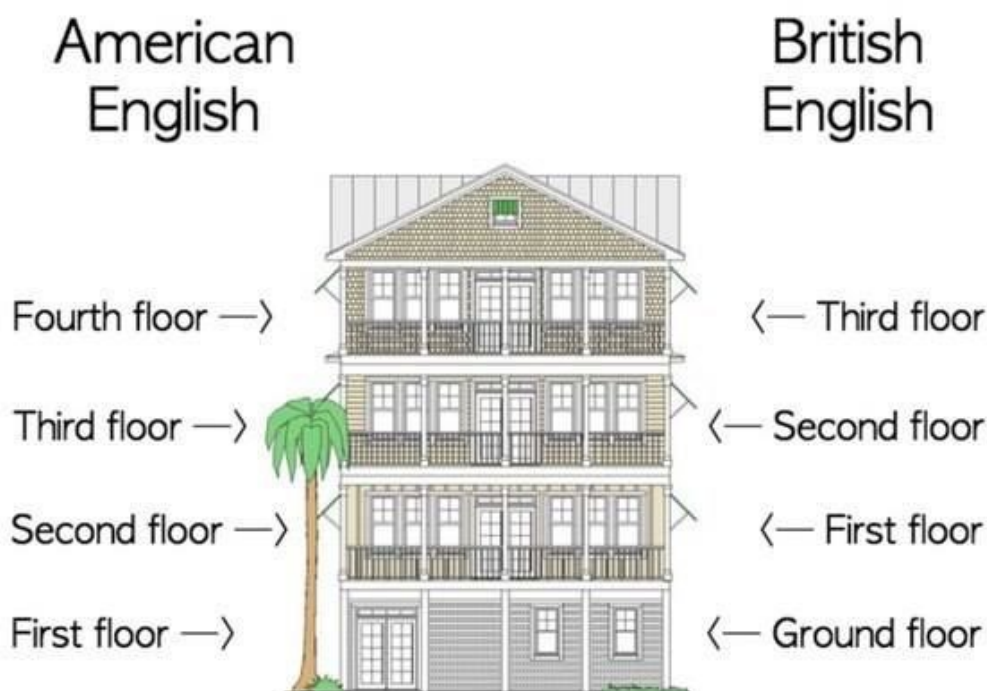
Materials

- ❖ Cards with numbers and written numbers in English and German
- ❖ Floorplan of a building

Lesson about the difference between British/European and American buildings

Remember that what we have come to know as the “Erdgeschoss” in German or the “ground floor” in British English, is the first floor to Americans!

Know the difference



LOTS (what, where, when, which)	HOTS (why and how)
What is the difference between British and American terminology in Buildings? Which floor is “missing” in the American system?	Why should we be aware of this difference in terminology?

Resources:

www.andreaalthoff.com/

Lesson 2: Politely Referring Customers To the Reception

Duration: 60 minutes

Background

A tourist arrives at a hotel in Berlin. The luggage carrier takes his suitcase to his room. The guest addresses the luggage carrier in English to inquire about practical matters (opening hours of the bar and access to the internet). The luggage carrier understands English but has trouble finding the vocabulary to explain these complex matters. Since a lot of the routines and opening hours keep changing, he also does not know the answers to many of the guest's questions. The waiter feels ashamed about his inability to answer in English and simply tells the guest that he doesn't know.

The guest does not realize that there is a language problem at the heart of this miscommunication. He feels offended by the luggage carrier's response and complains to the management about what he perceives as "bad service."

The objective of the lesson

Teach students about polite forms and phrases to politely refer customers to reception

Learners should know	Learners should be able to
Polite forms and phrases Standard phrases to refer customers to reception	Politely refer guests to reception to get information

Materials

- ❖ Pictures/ images of the reception
- ❖ Flashcards with polite phrases

Lesson about Polite Phrases



LOTS (what, where, when, which)	HOTS (why and how)
What do you say when you are asked a question that you do not know the answer to? Where do you send guests to inquire about practical and formal matters?	Why is it important to refer guests to reception? How do you respond when a guest asks about something you do not know?

Resources:

Photo by https://unsplash.com/s/photos/reception-desk?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText>Unsplash

Lesson 3: Pieces of Luggage

Duration: 1 hour

Background

An American family of six arrives at a hotel in Berlin. They have an unusually large amount of luggage: many different Suitcases, but also several smaller bags (backpacks, duffel bags, laptop bags, etc.).

The luggage carrier's task is to take the luggage to five different rooms, which are located on three different floors. He asks the family to help him organize the luggage, assigning individual pieces of luggage to the respective room numbers. Since he doesn't understand English, the process becomes very complicated and frustrating for all parties involved.

The objective of the lesson

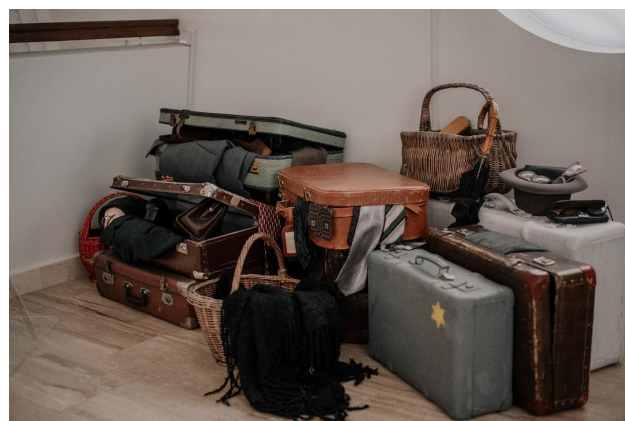
Teach students about different pieces of luggage

Learners should know	Learners should be able To
The names of different pieces of luggage	Understand instructions from guests
Adjectives to describe the size, weight, color and shape of luggage (large, heavy, green, square)	Describe different kinds of suitcases and bags in detail.

Materials

- ❖ Pictures/ images of different pieces of luggage
- ❖ Flashcards with adjectives to describe size, weight, color and shape of luggage

Lesson about different pieces of luggage



LOTS (what, where, when, which)	HOTS (why and how)
What kinds of suitcases and bags are there?	How do you describe the differences between pieces of luggage in terms of size, color, etc.

Resources:

www.unsplash.com

1. Photo by [Belinda Fewings](https://unsplash.com/@bel2000a?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/luggage-and-bags?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)
2. Photo by [Carlos Derecichei](https://unsplash.com/@carlos08?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/suitcases-and-bags?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)
3. <https://quizlet.com/196632824/types-of-baggage-flash-cards/>
4. <https://youtu.be/xeVbxXs6wEQ>

Lesson 4: Cars and Storage Spaces

Duration: 1 hour

Background

A British business woman arrives at a hotel in Berlin by car. She has made the booking in advance and has received instructions on how to enter the parking facility directly. She parks her car accordingly and leaves her luggage in the vehicle.

After checking in at the reception, she instructs the luggage carrier to pick up her luggage from her car. Since she is on a business trip, the trunk of her car is loaded with many small cases full of samples, which she needs for customer appointments. The cases are ordered in a particular way, and she does not want them to get disarranged. She instructs the luggage carrier to leave those cases in the car and to only fetch the large black suitcase from the backseat.

The luggage carrier does not speak English. The receptionist usually provides him with the parking lot number of the customer's car, along with the car keys. Since he believes that he has all the necessary information to do his job, he does not indicate to the woman that he does not understand when she speaks to him in English.

As a result of this misunderstanding, he unloads the car and delivers all the cases from the woman's car to her room.

The objective of the lesson

Teach students about cars the names of different parts of cars

Learners should know	Learners should be able To
Car types (SUV, van, station wagon) The names of locations in the interior of a car (trunk/boot, back seat, dashboard, glovebox)	Understand complex instructions

Materials

- ❖ Cards with car types in English and German
- ❖ Flashcards with images of different storage spaces and locations in the interior of a car

Lesson about cars and storage spaces



LOTS (what, where, when, which)	HOTS (why and how)
Which types of cars are there? What are the names of different storage spaces in the interior of a car?	Why is it important to know the difference between these storage spaces?

Resources:

Photo by [Erik Mclean](https://unsplash.com/@introspectivedsgn?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/car-trunk?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)

<https://quizlet.com/3440427/car-vocabulary-flash-cards/>

Topic 9: Restaurant Cleaners

Lesson 1: Fawsia's first day as a cleaner.

Duration: 2 hours

Background

Fawsia is from Somalia. She is a bit nervous since it is her first day as a cleaner in a restaurant and she must communicate with her manager in English.

After a short tour of the premises, she must be ready to start her job. She is asked to go and get the hand broom and dustpan set to sweep some breadcrumbs left under a table.

The restaurant manager becomes aware that Fawsia doesn't seem to understand him, so he pretends to sweep to make her understand.

A few minutes later she comes back with a broom and starts sweeping the dining room. The manager smiles, goes to the broom closet and brings the set he asked for. He shows it to Fawsia and has her repeat "hand broom" and "dustpan". Fawsia is embarrassed but she repeats him and is proud to have learned two new words.

The objective of the lesson

Teach students about cleaning tools, get them familiar with imperative forms so they can understand instructions.

Learners should know	Learners should be able to
The names of common cleaning tools	Understand instructions and repeat them
Cleaning verbs	Ask questions
Imperative forms	

Materials

- Flashcards with name and image of tools: quizlet
- Pictures/images to illustrate cleaning actions (verbs)

LOTS (what, where, when, which)	HOTS (why and how)
What is it? Identifying the tool and its name (Quizlet steps: learning - writing - understanding - matching exercises)	How do you use it? What for?
When do you use this tool?	Why do you have to use it?

Where do you use it?	
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Lesson about cleaning

Most people imagine they already know how to mop a floor, but a key mistake often made is neglecting to use a second bucket for rinse water. It is very common to use only a bucket of wash water and rinse the mop in the same water used to wash the floor. The better method is to use two buckets—one for a solution of water and detergent, and another with clean rinse water. You can also use one bucket for washing water and fill a sink basin with fresh water to rinse.



Instructions

1. Choose a Mop and Buckets

Choose a mop based on your floor type. If you have a floor with a lot of texture, such as some ceramic tile floors, you'll want the more classic string mop or a strip mop. If you have a smooth floor, a sponge mop will work well. Mop buckets with built-in wringers work well if you are using a string or strip mop, but any bucket with a handle will work fine if you are using a sponge mop.

2. Choose a Cleaner

Select a cleaning detergent that is designed for your flooring type. Avoid products advertised using phrases such as "mop and shine," as these can lead to a buildup that yellows over time.

3. Sweep or Vacuum First

Prevent your floor from becoming a sticky, muddy mess by sweeping or vacuuming the floor thoroughly before ever touching the mop to the floor. This is also a good time to pre-wash sticky or gunky spots that you notice when sweeping or vacuuming. Do this with a sponge and soapy water or your favorite household cleaning solution.

4. Fill the Buckets

Fill each bucket with hot water, which cleans better and quicker than cold or warm water. Add the mopping detergent to the wash bucket. Avoid the temptation to double up on the amount of detergent in an effort to boost cleaning power (or speed). This is not a good idea, as extra-concentrated wash water will not clean any better, and it will just be harder to rinse. Always follow the instructions on the detergent label.

5. Dip and Wring the Mop

Dip your mop in the bucket and wring it out with a wringer or by hand. The mop should be damp, not sopping wet. Too much water dripping from the mop can damage a floor and dramatically extend the drying time.

6. Begin Mopping

Begin mopping the floor, working from one end to the other, and moving backward so you are always standing on an unmapped area to prevent tracking. Different types of mops require different techniques to be used most effectively: mop in straight lines if you are using a sponge mop, and for rag mops, mop in a figure-8 motion.

7. Rinse the Mopped Area

After scrubbing each small area of the floor, rinse your mop thoroughly in the rinse bucket. Dunk the mop up and down a few times, then wring out to remove as much dirty water from the mop head as possible.

8. Continue Mopping

Repeat the mopping and rinsing process for each section until you've completed the floor. As you work, keep an eye on both the wash water and rinse water. When they become visibly gray or dingy, empty and refill the buckets. Using dirty wash water or rinse water only spreads dirty water over the floor and complicates the rinsing process.

9. Do a Final Rinse

At this point, your floor should now be quite clean, with little or no detergent residue left. But for an extra cleaning step, you can mop over the entire floor a final time using nothing but fresh hot rinse water. If your rinse water gets at all dirty or sudsy, you will know the final rinse has been necessary.

10. Let Everything Dry

Thoroughly rinse out your mop and mop bucket and allow them to dry completely before storing them. Let your floor dry completely before walking on it.

Resources:

<https://www.thespruce.com/how-to-mop-a-floor-1901114>

<https://pin.it/6L2KCZ8>

Lesson 2: Somebody To help me understand

Duration: 90 minutes

Background

Saleh is Syrian. He is searching for a job. In his country, he had to leave. There, he worked as a restaurant cleaning agent, which is why the job offer below has drawn his attention. He would like to apply but he doesn't know if he suits the requirements since he doesn't understand it in detail.

The objective of the lesson

Teach students about understanding a job offer in their field of experience

Learners should know	Learners should be able To
Personality adjectives	Understand a job offer headings
Time and place prepositions	Understand a job offer requirements
	Understand the pros and cons

Materials

- ❖ Flashcards with application vocabulary: quizlet
- ❖ Pictures/ images to illustrate prepositions and venues.

LOTS (what, where, when, which)	HOTS (why and how)
Where is it?	How can I apply?
What sort of restaurant is it?	What is it for?
What do I have to do?	Why do you want to apply?
What are my main missions?	

Lesson about Restaurant Cleaning Agent job ad

Restaurant Cleaner & Dishwasher

MCF-2022-0115207

Full Time Non-executive 1 year exp

Roles & Responsibilities

We are looking for a full time cleaner and dishwasher to join the team. We serve modern Asian dishes and also have a bar and outdoor seating area.

Duties:

- Dishwashing (Hand and Machine wash) during operational hours.
- General cleaning of the venue before operational shift starts
- Maintaining cleanliness of customer areas throughout the shift, including toilets.
- Managing cleaning equipment inventory & perishables

Requirements:

- Hardworking
- Great working attitude
- Experience in dishwashing and general cleaning in cafes or restaurants
- Able to communicate in English to engage with a diverse team

Hours: 44/week with Monday's off

Lesson 3: Follow a cleaning checklist in a restaurant

Duration: 2 hours

Background

Khalia is from Somalia and she is starting her first job as a restaurant cleaner for the Abrakebabra restaurants. It is a fast-food restaurant chain that was established in Ireland in 1982. They have a strict cleaning code that Khalia will have to follow to keep every area of the restaurants clean and organized.

The objective of the lesson

Teach students how to use a detailed checklist to keep every room of a restaurant clean (daily and weekly).

Learners should know	Learners should be able To
Restaurant accessories/items and room vocabulary Verbs to clean Imperative form	Follow the cleaning rules Identify what is wrong in terms of cleaning Identify the cleaning frequency

Materials

- ❖ Quizlet to memorize the name of the different items in a restaurant
- ❖ Flashcards to remember the cleaning verbs
- ❖ Cleaning utensils to play the scenarios
- ❖ <https://saniprofessional.com/virtual-Tour/> (A virtual tour in a restaurant to identify the items in the different rooms of the restaurant that must be cleaned)
- ❖ Video: SBT & SELA Commercial Kitchen Tour - <https://www.youtube.com/watch?v=Dsu9JiKLVas>

Using a Detailed Checklist To Keep a Restaurant Clean



Keeping a restaurant's front of the house clean and organized is essential, as it is where guests make first and lasting impressions. The entrance, dining area, and other heavy-trafficked, high-contact areas need to be thoroughly and regularly cleaned and sanitized to reduce the spread of germs and illness.

Important areas to address include:

- **Entry:** The entrance area sets the stage for a guest's entire restaurant experience. It should be free of clutter, swept and cleaned regularly, and kept at a moderate temperature so it's always welcoming to customers.
- **Waiting area:** Guests should have a comfortable and clean area to wait for their tables. Since this is a high-contact area, it should be wiped down with disinfecting wipes every time a party moves into the dining room.
- **Restrooms:** Men's and women's bathrooms should be disinfected regularly throughout the day, following the Centers for Disease Control and Prevention's (CDC) guidelines on cleaning restrooms in public places.
- **Dining room:** Since this is where patrons spend most of their time, the dining area should be the primary focus of front-of-the-house cleaning.

Cleaning Checklist

Daily Cleaning Tasks:

- Wipe, clean and sanitize tables and chairs (ongoing)
- Clean and sanitize furniture and surfaces
- Clean and sanitize menus and placemats
- Inspect, clean and sanitize salt/pepper shakers and other tabletop containers
- Launder all napkins, tablecloths, and aprons
- Empty, clean and disinfect trash and recycling containers
- Sweep and mop floors
- Vacuum carpets
- Clean and disinfect the bathrooms

Weekly Cleaning Tasks:

- Wipe and clean walls and mirrors
- Dust and clean light fixtures
- Clean and disinfect doors
- Clean window blinds, windowsills, and shutters

Monthly Cleaning Tasks:

- Clean artwork and decorations
- Clean air vents and ceiling tiles

LOTS (what, where, when, which)	HOTS (why and how)
Which items must be cleaned? Where must you clean?	How often must you check the cleaning? What for?

Resources

<https://saniprofessional.com/using-a-detailed-checklist-To-keep-a-restaurant-clean/>

Lesson 4: Understanding cleaning products

Duration: 90 minutes

Background

Cleaning products have just been delivered at the restaurant where Lounis, a young Lebanese person, works. His manager has decided to reorganize the storehouse to be in compliance with safety rules. He wants Lounis to classify the cleaning products according to their use and store them on the shelves. He has to determine the difference between the products to clean the kitchen, the bar, the toilets, the dining room, and the terrace. Cleaning product labels contain more information than ever before. It doesn't help Lounis in his mission and makes him anxious about how he will have to use them properly and safely.

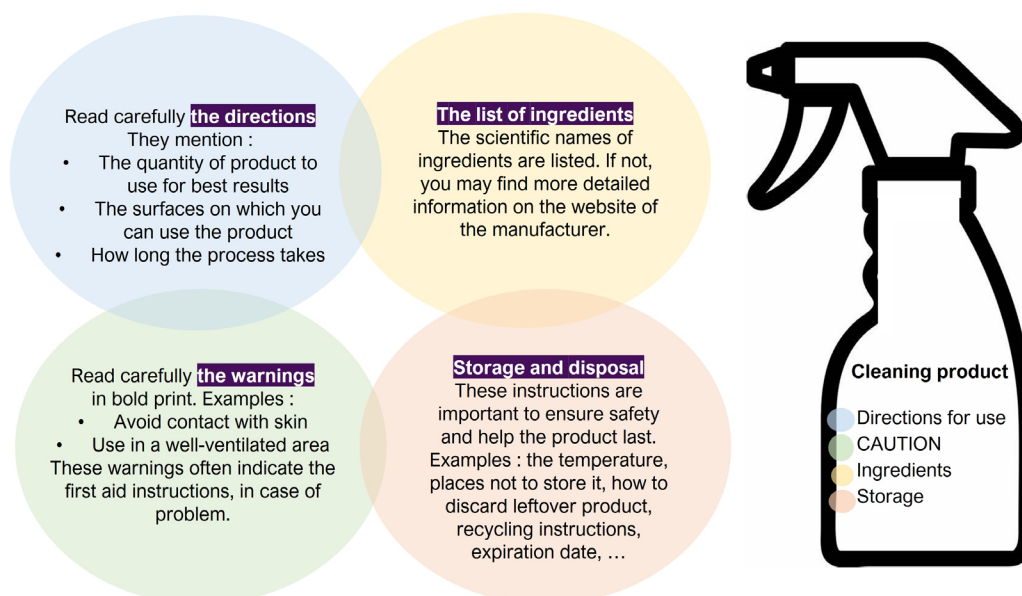
The objective of the lesson

Teach students how to understand cleaning products labels.

Learners should know	Learners should be able To
The four key elements of a cleaning product label Adverbs of frequency Passive forms and imperatives Cleaning products categories	Look for: Directions, Caution Warnings, Ingredients and Storage and Disposal Instructions. Identify cleaning products Manage cleaning products storage

Material

Read a cleaning product label



LOTS (what, where, when, which)	HOTS (why and how)
Which product should you use?	How do you use it?
What caution should you take?	What for?

Resources

<https://www.cleaninginstitute.org/understanding-products/ingredients/how-read-product-label>

Topic 10: Retail / Sales

Lesson 1: Shopping in a Souvenir Shop

Duration 80 minutes

Background

Jenny was in Istanbul for her summer holiday. Before leaving the city she went to a souvenir shop to buy a gift for her parents. She decided on a coffee pot for Turkish coffee. She wanted to learn how to make traditional Turkish coffee in that pot so she asked the salesperson to explain. Although the salesperson understood Jenny very well, he couldn't describe the recipe. So, he had to call his colleague to help them. Jenny felt dissatisfied because she had to wait, but by the end, she left the shop happily as she had learned the recipe of Turkish coffee.

The objective of the lesson

Teach students about shopping in a souvenir shop

Learners should know	Learners should be able To
The names of the items in a souvenir shop Shopping phrases that can be used in a souvenir shop	Help customers by using the shopping phrases learned

Materials

- ❖ Pictures/ images of clothes
- ❖ Online materials such as flashcards, puzzles, videos
- ❖ Online exercises
- ❖ Worksheets



Lesson about the items in a souvenir shop

The most common items in souvenir shops are:

Pen, coaster, postcard, magnet, key ring/chain, sticker, mug, cup, cap, snow globe, teapot, globe, watch, bag, scarf, t-shirt, sweatshirt, bandana, plate, necklace, phone case, traditional drinks and sweets, dream catcher, flag etc.

It is quite possible you hear and use in a souvenir shop these words to define the items:

Traditional, handmade, silk, local, regional, material, ceramic, plastic, wood, fabric, colors (blue, red, white, yellow etc.), cook, boil, add, drink, eat, prepare, etc.

Lesson about the phrases an assistant/salesperson and a customer might use

The phrases a salesperson might use in a shop:

Welcome

- ❖ Welcome
- ❖ Good morning/afternoon
- ❖ Can I help you?
- ❖ How can I help you?
- ❖ Are you looking for something in particular?

During the conversation

- ❖ Let me show you.
- ❖ What size are you asking for/What size do you need?
- ❖ I am sorry but we don't have
- ❖ I am sorry but we are out of stock!
- ❖ It is / they are handmade.
- ❖ It is a traditional drink made of
- ❖ It's a good choice!
- ❖ Do you want a bag?

Price

- ❖ It's on sale.
- ❖ It is half price.
- ❖ It is 15 Euros
- ❖ This product has a 30% discount

Goodbye

- ❖ Have a nice day!
- ❖ Enjoy your stay here!
- ❖ Thank you!
- ❖ You're welcome

The phrases customers might use in a shop:

Asking for a product

- ❖ I am looking for.....
- ❖ I would like to buy.....
- ❖ Do you have?
- ❖ Do you have this t-shirt in (size) small?
- ❖ Do you have this in another color?

Asking Price

- ❖ How much are/ is...?
- ❖ Is there any discount?
- ❖ Can I pay by credit card?
- ❖ Can you wrap it as a gift?/Can you gift wrap it?

LOTS (what, where, when, which)	HOTS (why and how)
What does traditional mean?	How can you consume this traditional drink?
Which products are handmade?	Why do people here use this dream catcher?
What is the most popular drink here?	

Resources:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Vocabulary/Going_shopping_-_souvenirs_uu1173412rt](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Vocabulary/Going_shopping_-_souvenirs_uu1173412rt)

<https://www.linguahouse.com/en-GB/esl-lesson-plans/general-english/buying-souvenirs>

<https://en.islcollective.com/video-lessons/a-souvenir-shop-new-english-file-beginner>

Lesson 2: Shopping in a clothes shop

Duration 1 hour 30 minutes

Background

Jack bought a t-shirt from a clothes shop in the city center. The t-shirt was too small for him. Although he had to take it back to the shop in 15 days, Jack went there one month after he bought it. He asked the salesperson to exchange it for a larger one. The salesperson was a young woman from Ukraine so he had to explain the situation in English, which the salesperson was not good at understanding. This is why she couldn't express why the exchange was not possible. Jack was very angry and started to talk loudly. Everybody in the shop was looking at them.

At the end, the salesperson had to call the store manager to explain the situation and calm Jack down.

The objective of the lesson

Teach students about shopping in a clothes shop

Learners should know	Learners should be able To
The names of clothes Shopping phrases that can be used in a clothes shop	Help customers by using the shopping phrases learnt

Materials

- ❖ Pictures/ images of clothes
- ❖ Online materials such as flashcards, puzzles, videos
- ❖ Online exercises
- ❖ Worksheets



Lesson about clothes

You can see a lot of different types of clothes in a clothes shop. Depending on the season, shops change their goods.

Winter Clothes: beanie, sweater, gloves, fleece jacket, jeans, mittens, scarf, socks, trench coat, jacket, long coat, long-sleeve top, boots, earmuffs, cardigan, hoodie

Summer Clothes: T-shirt, dress, singlet, cap, one-piece bathing suit, Hawaiian shirt, sunglasses, swim trunks, straw hat, polo shirt, overalls, bikini, shorts, tank top, flip flops

Some necessary words: small, big, large, expensive, cheap, wool, synthetic, new season, stain, wash, dry, shrink, tax, refund, return, receipt

Lesson about the phrases an assistant/salesperson and costumes might use

The phrases a salesperson might use in a clothes shop:

Welcome

- ❖ Welcome
- ❖ Good morning/afternoon
- ❖ Can I help you?
- ❖ How can I help you?
- ❖ Are you looking for something in particular?

During the conversation

- ❖ Let me show you.
- ❖ What size are you looking for....?
- ❖ I am sorry but we don't have
- ❖ I am sorry but we are out of stock!
- ❖ It's a good choice!
- ❖ We sell a lot of these.
- ❖ You can exchange it/them for 15 days

Price

- ❖ It's on sale.
- ❖ It is half price.
- ❖ It is 45 Euros.
- ❖ This product has a 40% discount

Goodbye

- ❖ Have a nice day!
- ❖ Thank you!
- ❖ You're welcome.

The phrases customers might use in a shop:

Asking for a product

- ❖ I am looking for.....
- ❖ I would like to buy.....
- ❖ Do you have.....?
- ❖ Do you have a smaller size for this t-shirt?/Do you have this t-shirt in size small/in small?
- ❖ Do you have this in another color?

Requests

- ❖ Can I bring this back if it's not the right size?
- ❖ Can I bring this back if it doesn't fit?
- ❖ Can I exchange this t-shirt for a larger size?
- ❖ It is too small/big for me.

Refusing

- ❖ No thanks, I am just browsing.
- ❖ I'm only/just looking today, thank you!

Asking Price

- ❖ How much are/ is...?
- ❖ Is there any discount?
- ❖ Can I pay by credit card?
- ❖ Can you give me a bag, please?

LOTS (what, where, when, which)	HOTS (why and how)
What do you wear in summer?	How do you persuade a customer to buy a dress?
Which clothes can be offered to a customer if she wants to attend a meeting?	Why do you want to change this skirt?

Resources:

http://www.blairenglish.com/exercises/job_work/exercises/english_shop_sales_assistants_when_cusTomers_buy/english_shop_sales_assistants_when_cusTomers_buy.html

<https://englishlive.ef.com/blog/english-in-the-real-world/english-in-the-shops/>

<https://en.islcollective.com/english-esl-worksheets/material-type/role-plays-and-improvisation-activities/shopping-customer/assistant/107023>

<https://www.mes-english.com/flashcards/clothes.php>

<https://english-at-home.com/business/shopping-vocabulary/>

<https://www.teach-this.com/functional-activities-worksheets/shopping>

Lesson 3: Selling Daily Tours

Duration 80 minutes

Background

Jack will return to his country from Antalya, where he went for a vacation. He wants to spend his day taking a short tour that lasts until 6 p.m., which is his flight time.

He goes to a stand that sells daily tours, explains his situation, and asks for information about a short half-day tour. The salesperson, who is not very fluent in English, does not understand Jack very well, so he makes reservations for one of the all-day tours and charges him.

Realizing the situation later, Jack goes back to the sales stand. However, there is no room on the half-day tours the next day. It is very difficult for the tour attendants to calm down Jack, who is very angry at this situation.

The objective of the lesson

Teach students about selling daily tours

Learners should know	Learners should be able to
The names of tours and related vocabulary Shopping phrases that can be used while selling daily tours	Help customers by using the items/ phrases learnt

Materials

- ❖ Pictures/images of clothes
- ❖ Online materials such as flashcards, puzzles, videos
- ❖ Online exercises
- ❖ Worksheets

Lesson about daily tours

Depending on the destinations where you visit, the most common daily tours are culture, trekking, biking, boat trip, jeep safari, etc.

It is very useful to learn this related vocabulary: activity, destination, journey, break, stop, place, location, fee, entrance, map, photograph, tour time, tour days, whole-day/all-day, cultural, exciting, popular, on-time, arrive, enjoy, relax, be, swim, cycle, walk, wear, pick-up, arrive

Lesson about the phrases a salesperson and a customer might use

The phrases a salesperson might use:

Welcome

- ❖ Welcome
- ❖ Good morning/afternoon
- ❖ How can I help you?
- ❖ Are you looking for a particular tour?
- ❖ Would you like to look at our brochure?
- ❖ Do you want to see our tour options?

During the conversation

- ❖ How many people?
- ❖ You can find all details on the brochure.
- ❖ I am sorry but we don't have availability for that tour.
- ❖ You will be led by the guide.
- ❖ It starts at 9 a.m and finishes about 6 p.m.
- ❖ The tour takes 5 hours.
- ❖ We will meet at Republic Square.
- ❖ It includes lunch/drinks.
- ❖ The drinks cost extra.
- ❖ You can book now.
- ❖ You can call this number to make a reservation.

Price

- ❖ It's 20 Euros.
- ❖ The children are half-price.
- ❖ We offer a discount for groups.

Goodbye

- ❖ Have a nice day!
- ❖ Thank you!
- ❖ Enjoy it!
- ❖ You're welcome.

The phrases customers might use:

Asking for/about a tour:

- ❖ I want to buy a ticket for a boat trip.

- ❖ I would like to ask about tour?
- ❖ Can I get information about tour?
- ❖ Can I take a brochure?
- ❖ What does this tour include?
- ❖ What time does it start/finish?
- ❖ What do you serve for lunch?

Asking Price

- ❖ How much is...?
- ❖ Is there any discount?
- ❖ Can I pay by credit card?
- ❖ What is included in the price?

LOTS (what, where, when, which)	HOTS (why and how)
What activities do you do?	How do you persuade a customer to buy a tour?
Which tour is the best for children?	Why may a tour start late?

Resources:

<https://www.aplusTopper.com/conversation-between-travel-agent-and-customer/>

<https://www.xanthostravel.com/culturalTours.html>

<https://www.englishclub.com/english-for-work/Tour-guide-vocabulary.htm>

Lesson 4: Shopping in an ice-cream shop

Duration 80 minutes

Background

Jenny wants to eat ice cream on a very hot day. She goes to the ice cream shop and asks for a scoop of ice cream made from a local fruit. Jenny tells the salesperson she is allergic to goat's milk. The salesperson misunderstands Jenny and tells her they don't have ice cream without milk.

Jenny wants to eat ice-cream and doesn't leave the shop. She asks the salesperson to ask their colleague for a translation of the word 'goat milk'.

Finally, despite the difficulty she has, Jenny eats goat's milk-free ice cream, which makes her very happy.

The objective of the lesson

Teach students about shopping in an ice-cream shop

Learners should know	Learners should be able to
The names of ice-cream types/flavors Shopping phrases that can be used in an ice-cream shop	Help customers by using the shopping phrases learned

Materials

- ❖ Pictures/ images of ice creams
- ❖ Online materials such as flashcards, puzzles, videos
- ❖ Online exercises
- ❖ Worksheets



Lesson about shopping in an ice-cream shop

You can see a lot of different types/flavors of ice-cream in an ice-cream parlor. The most common ones are: chocolate, vanilla, strawberry, mint chocolate chip, butter pecan, lemon, rocky road, coffee, pistachio, watermelon, mandarin, orange, honey, raspberry,

hazelnut, coconut, banana, peanut, no-sugar-added vanilla, caramel, Italian caramel, blackberry

Related vocabulary: scoop, cup, cone, ingredients, milk, goat milk, cow milk, sugar, sugar-free, local taste, include, made from, taste, chocolate sauce, be allergic to something, without sugar

Lesson about the phrases a salesperson and a customer might use

The phrases a salesperson might use in an ice-cream shop:

Welcome

- ❖ Welcome
- ❖ Good morning/afternoon
- ❖ How can I help you?

During the conversation

- ❖ What would you like to buy?
- ❖ Would you like to try?
- ❖ I am sorry but we don't have
- ❖ I am sorry but we ran out of that.
- ❖ It contains sugar, milk, almond, vanilla, etc.
- ❖ It's a good choice!
- ❖ This flavor is very popular.
- ❖ How many scoops would you like?
- ❖ In a cup or in a cone?
- ❖ Sorry we don't sell waffles.

Price

- ❖ One scoop is 2 Euros.
- ❖ You can only pay with cash.
- ❖ You can pay by credit card.

Goodbye

- ❖ Have a nice day!
- ❖ Thank you!
- ❖ You're welcome.

The phrases customers might use :

Buying ice-cream:

- ❖ Do you have?
- ❖ What flavors of ice-cream do you have?
- ❖ Can I try?
- ❖ Do you have a vegan type?
- ❖ Is there any local flavor?
- ❖ I would like to buy fruit ice cream.
- ❖ I am allergic to.....

Asking about ingredients:

- ❖ What does it contain?
- ❖ Is it sugar-free?
- ❖ Can you tell me its ingredients, please?

Asking Price

- ❖ How much is one scoop?
- ❖ Can I pay by credit card?

LOTS (what, where, when, which)	HOTS (why and how)
What flavor is the local? Which types have no sugar?	How do you produce vegan ice-cream?

Resources:

<https://www.youtube.com/watch?v=W6kvhoa8bS0>

<https://parade.com/1359045/stephanieosmanski/ice-cream-flavors/>

<https://englishforall.info/50-daily-english-conversations-ice-cream-shop/>

<https://tarateaspoon.com/24-exciting-ice-cream-flavors-you-can-make-tara-teaspoon/>

Topic 11: Spa / gym / pool attendant

Lesson 1: Thermal springs / Nature and Geology

Duration: 1 hour

Background

Jabal, a young Pakistani working at the famous *Széchenyi* thermal bath in Budapest, is facing a difficult question asked by a tourist: does the *Széchenyi* hot spring water come from volcanic activity or by convection? Jabal doesn't know much about geology, but he's pretty sure there are no active volcanoes in Hungary, and for sure not in Budapest. He therefore replies To the Tourist, saying he's not an expert but he is quite sure the water is heated by convection from the ground, but he suggests checking the *Széchenyi* official guide to know for certain.

The objective of the lesson

Teach students about hot springs and thermal baths

Learners should know	Learners should be able to
Know the source of thermal springs	Inform and advise customers about thermal properties
Learn about the benefits of thermal water	
Know about the thermal bath culture	

Materials

- ❖ Pictures and factsheets from thermal baths
- ❖ Leaflets, brochures and flyers from spa and thermal baths

Lesson about thermal springs

Hot springs, also called **thermal springs**, are water sources where the water temperatures are substantially higher than the air temperature of the surroundings. Most hot springs release groundwater that is heated underground by shallow intrusions of magma (molten rock) in volcanic areas. However, some thermal springs are not related to volcanic activity and the water is heated by convective circulation. This occurs when groundwater percolates downward, reaching depths of a kilometer or more, where the temperature of rocks is high due to the normal temperature gradient of the Earth's crust. Because heated water can hold more dissolved solids than cold water, the water that issues from hot springs often has a very high mineral content, containing everything from calcium to lithium. The overall chemistry of hot springs varies: from *alkaline chloride* to *acid sulfate* to *bicarbonate* to *iron-rich*.

Humans have made use of hot springs for bathing, relaxation, or medical therapy for thousands of years. From earliest times, healing and healing cults have been associated with springs and other sources of water; water is seen as the source of life in many cultures. Like the spa-therapy uses of hot springs (bathing in mineral waters) in contemporary health resorts, thermal and mineral springs were also conceived to be curative in ancient times. Every country in which they occur has healing traditions associated with such springs.



The major therapeutic effects of moving in thermal water are: relaxing the muscles, improvement of the mobility of the joints and range of motion, reduction of muscle spasms and contractions, considerable soothing of pains and inflammations, and stimulation of blood circulation. In terms of rheumatology and phlebology, the large quantity of mineral salts facilitates movement and relaxes the muscles. For digestive and metabolic disorders, the absorption of thermal water with high calcium and magnesium content stimulates intestinal activity and activates the secretions of the digestive system. The respiratory system benefits from the decongesting and anti-inflammatory effects of sulfur, the main component of sulfate.

LOTS (what, where, when, which)	HOTS (why and how)
What is the origin of hot springs ?	Why do humans like it?
What thermal water is rich?	How old is the thermal bath culture?
Which benefits might it have?	

Resources:

1 [Hot spring | geology | Britannica](#)

2 [Hot spring - Wikipedia](#)

Lesson 2: Wellness and Massage therapy

Duration: 90 minutes

Background

During the holidays in Austria with her family, one Australian tourist is attending a wellness section in her spa hotel after a skiing day in the snowy mountains. At the entrance of the spa she met the lady responsible for giving her towels and bath equipment. The lady, an immigrant from Bolivia asks the guest if she wishes to have a masseur as well because it is included in the offer. The Australian Tourist has no clue what the lady is talking about because she has never heard the French word before. So, smiling, she asks the spa attendant if it's a sweet dish served at the end of the section. The attendant, laughing slightly, replies that it is about booking a massage from a professional who, here in Europe, is called a masseur.

The objective of the lesson

Teach students about massage therapy and wellness

Learners should know	Learners should be able to
Basic knowledge about types of massage techniques	Advise customers about different massage therapy techniques
Know about the equipments used by masseurs	Inform about the benefits of massage therapy

Materials

- ❖ Videos and links to different massage techniques and wellness therapies

Lesson about massaging

Massage is the manipulation of the body's soft tissues. Massage techniques are commonly applied with hands, fingers, elbows, knees, forearms, feet, or a device. The purpose of massage is generally for the treatment of body stress or pain. In European countries, a person professionally trained to give massages is traditionally known as a masseur (male) or masseuse (female). In the United States, these individuals are often referred to as massage therapists, because they must be certified and licensed as "licensed massage therapists". Massage therapy is one of the most commonly practiced forms of holistic medicine. Massage therapists heal patients by using their touch to manipulate the muscles and other soft tissues of the body. This therapeutic touch is used to relieve pain, help heal injuries, improve circulation, relieve stress, increase relaxation, and aid with general health and wellness. Massage therapy, especially in spa and wellness centers, is often

associated with other sense-stimulating techniques such as aromatherapy or is combined with mud, olive oil, mich and other natural products.



In professional settings, clients are treated while lying on a massage table, sitting in a massage chair, or lying on a mat on the floor. Facilities, equipment and supplies of a masseur are typically the massage tables and chairs, warm-water therapy pools, dry-water massage tables, Vichy showers, creams, lotions, gels, and oils.

There are many different modalities in the massage industry, which include (but are not limited to):

- **Acupressure-** physical pressure is applied to acupuncture points with the aim of clearing blockages in those meridians.
- **Aquatic bodywork-** aquatic bodywork comprises a diverse set of massage and bodywork forms performed in water. This includes land-based forms performed in water as well as forms specific to warm water pools.
- **Ashiatsu-** In ashiatsu, the practitioner uses their feet to deliver treatment. This technique typically uses the heel, sesamoid, arch, and/or whole plantar surface of foot, and offers large compression, tension and shear forces with less pressure than an elbow, and is ideal for large muscles, such as in thigh, or for long-duration upper trapezius compressions.
- **Ayurvedic massage-** The massage technique used during Ayurvedic massage aims to stimulate the lymphatic system. Benefits of regular Ayurvedic massage include pain relief, reduction of fatigue, improved immune system, and improved longevity.
- **Biomechanical stimulation (BMS) massage-** Biomechanical stimulation (BMS) is a term generally used for localized biomechanical oscillation methods, whereby local muscle groups are stimulated directly or via the associated tendons by means of special hand held mechanical vibration devices.
- **Biodynamic massage-** it was created by Gerda Boyesen as part of Biodynamic Psychotherapy. It uses a combination of hands-on work and "energy work" and also uses a stethoscope to hear the peristalsis.
- **Lymphatic drainage-** Manual lymphatic drainage is a technique used to gently work and stimulate the lymphatic system and to assist in reduction of localized swelling.
- **Medical massage-** It refers to a general category of massage and many methods such as deep tissue massage, myofascial release, and trigger-point therapy, as well as osteopathic techniques, cranial-sacral techniques, and many more that can be used to work with various medical conditions.
- **Myofascial release-** Myofascial release refers to the manual massage technique that claims to release adhered fascia and muscles with the goal of eliminating pain, increasing range of motion, and equilibrioception.
- **Shiatsu-** A type of alternative medicine consisting of finger and palm pressure, stretches, and other massage techniques.
- **Sports massage-** Sports massage is the use of specific massage therapy techniques in an athletic context to improve recovery time, enhance performance, and reduce the risk of injury.

- **Swedish massage-** Swedish massage techniques vary from light to vigorous.^[66] Swedish massage uses five styles of strokes. The five basic strokes are effleurage (sliding or gliding), petrissage (kneading), tapotement (rhythmic tapping), friction (cross fiber or with the fibers) and vibration/shaking.
- **Thai massage-** Thai massage combines both physical and energetic aspects. It is a deep, full-body massage progressing from the feet up, and focusing on sen or energy lines throughout the body, with the aim of clearing blockages in these lines, and thus stimulating the flow of blood and lymph throughout the body.

LOTS (what, where, when, which)	HOTS (why and how)
What massage can be done?	Why is it needed?
Where massage is performed?	How does the technique generally work?
Which tools does the masseur use?	

Resources:

- 1) [Massage - Wikipedia](#)
- 2) [HisTory of Massage Therapy | AMC Massage Therapy School | Miami \(amcollege.edu\)](#)

Lesson 3: Sauna, wellness and healing
Duration: 2 hours
Background In a gym a customer is looking for the “Finnish sauna” so he approaches one gym attendant and asks where that sauna is. The attendant is a person with Nigerian origins living in Europe for just a few years, so he doesn't know a lot about Finland and just a little bit about saunas. However he knows for sure that the gym has a sauna, so he brings the customer there. In front of the sauna he thanks the gym attendant and explains that this is a classic Finnish sauna, with a stove and stones, and that he had asked before because sometimes the gyms have an infrared room which is not a sauna.

The objective of the lesson

Teach students about the sauna, wellness and healing culture

Learners should know	Learners should be able to
Know the most common sauna traditions Basic knowledge about sauna practices Learn about sauna benefits Learn about sauna culture in the world	Inform and advise customers about the benefits of sauna

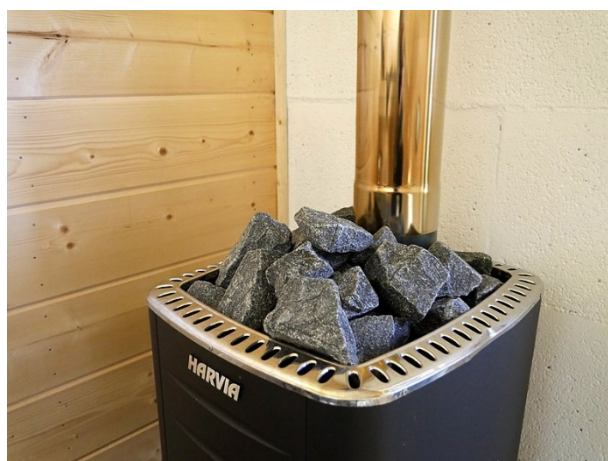
Materials

- ❖ Pictures and cards showing saunas;
- ❖ Article informing about sauna culture, its uses and the benefits

Lesson about Sauna and Its Cultural Significance

A sauna or sudatory, is a small room or building designed as a place to experience dry or wet heat sessions, or an establishment with one or more of these facilities. The steam and high heat makes the bathers perspire. Saunas reach an average temperature of 75-100 °C. The word *sauna* itself is of Finnish origin. In Estonian it is *saun*.

The Finnish sauna is a substantial part of Finnish and Estonian culture that



Where does the most popular sauna tradition come from?

Which temperatures can the sauna reach?

How is the sauna performed in Finland and other Scandinavian countries?



[Modern Sauna](#)



[Old Finnish smoke sauna](#)

Resources:

- 1 [Finnish sauna - Wikipedia](#)
- 2 [Sauna culture in Finland - intangible heritage - Culture SecTor - UNESCO](#)
- 3 [Sauna Culture Around the World — mke mindbody wellness \(mkewellness.com\)](#)

Lesson 4: Safety in water

Duration: 1 hour

Background

An elderly British woman at the pool resort needs a floating support to enter and exit the pool so she asks the pool attendant Andreju for a cork jacket. Andreju who comes from Albania is not a native English speaker therefore he is unsure what the lady is asking for, but he's quite sure they have nothing made of cork. Nevertheless he asks the lady if she knows another word for what she is looking for, because he does not understand her. Then the lady starts to think for a few seconds, and uses more technical terms, saying, "It's a personal flotation device that looks like a jacket."

"Aaah it's a life jacket! Of course, we have several of them here, would you like to have the pink one?" exclaimed Andreji.

The objective of the lesson

Teach students about base tools for safety in water

Learners should know	Learners should be able to
Learn the equipment for safety in water	Give informations about safety equipments in water contexts

Materials

- ❖ Pictures with explanations/information regarding different rescue equipments

Lesson about life safety in water

Life jackets are defined as "something that is worn over your upper body like a jacket or vest and that is designed to save you from drowning by holding you up when you are in water" or "a piece of equipment, like a jacket without sleeves, that is filled with air or light material and is designed to help you float if you fall into water"

More generally it can be defined as a personal flotation device (PFD; also referred to as a life jacket, life preserver, life belt, life vest, life saver, cork jacket, buoyancy aid or flotation suit), a device in the form of a vest or suite that is worn by a user to prevent the wearer from drowning in a body of water. These devices are commonly worn in locations where there is a danger of drowning such as swimming and/or other activities that require an individual to be in the water.



This is for safety reasons, such as preventing the drowning of weak swimmers, swimmers in dangerous conditions or swimmers far from safety, to make swimming easier and less demanding, to allow someone who is unable to swim to safely enter water, or as assistance for sport activities. At a minimum, every swimming pool should be equipped with a ring buoy and rope. However, there may be situations when a ring buoy can't be enough and other equipment like the life vest are needed.

Therefore here's some other rescue equipment that is recommended to have poolside:

- ❖ Shepherd's Crook (a rounded arm-like hook attachment for your pole. Used to reach out to and pull in distressed swimmers)
- ❖ Rescue tubes (These are the tubes lifeguards have on their laps at the pool. Can be used like a ring buoy but offers more flexibility and usability)
- ❖ Life vest or life jacket
- ❖ Backboard/Spine Board
- ❖ Reaching pole
- ❖ First aid kit
- ❖ Defibrillator

LOTS (what, where, when, which)	HOTS (why and how)
What are the most recommended pieces of safety equipment in pools”? Where are they used? When is safety equipment needed?	Why is rescue equipment required?

Resources:

- 1) [Life jacket Definition & Meaning | Britannica Dictionary](#)
- 2) [LIFE JACKET | meaning, definition in Cambridge English Dictionary](#)
- 3) [Personal flotation device - Wikipedia](#)



Topic 12: Waiters

Lesson 1: Local Beer Specialties

Duration: 1hr 30min

Background

A British tourist is in a pub in Berlin. The waiter is from Lebanon. The guest asks the waiter about a traditional local beer specialty that he has read about in a guidebook. The waiter does not understand what the guest is asking about and points to the list of local beers on the menu. The guest remembers that the guidebook indicated that the specialty is a combination of beer and something sweet. The waiter still does not understand. Another guest at the next table who has overheard the conversation knows what the British guest is looking for and offers his help: “Berliner Weiße mit Schuss” is the name of the local specialty. The waiter goes to the bar to ask the bartender and returns with a glass of bright green beer.

The objective of the lesson

Teach students about local beer specialties

Learners should know	Learners should be able to
The names of local beers and beer specialties	Inform and advise customers about local beer specialties

Materials

- ❖ Pictures/images of local beers
- ❖ Flashcards with name and image of beer specialties
- ❖ Comparison guinness
- ❖ Vocabulary
 - The name of the containers and the beverages: glass, cup, bottle, can, coffee, fruit juice, sparkling water, still water, tap water, etc.
 - The structures that waiters use: How do you want your water, sparkling or still? Do you prefer still water? Do you want ice in your drink? With milk?

Lesson about Berliner Weisse

Berliner Weisse (German: Berliner Weiße, pronounced [bɛʁˌliːnə ˈvaɪsə] (🔊listen)) is a cloudy, sour beer of around 5% alcohol by volume. It is a regional variation of the wheat beer style from Northern Germany, dating back to at least the 16th century. It can be made from combinations of malted barley and wheat, with the stipulation that the malts are kilned at very low temperatures or even air-dried to minimize color formation. The

fermentation takes place with a mixture of yeast (*Saccharomyces cerevisiae* and *Brettanomyces*) and lactic acid bacteria, which are required to create the lactic acid taste, a distinguishing feature of Berliner Weisse.

By the late 19th century, Berliner Weisse was the most popular alcoholic drink in Berlin, with up to fifty breweries producing it. By the late 20th century, there were only two breweries left in Berlin producing the beer.



Berliner Weisse from different breweries

Most beer authorities trace the origins of Berliner Weisse to an unknown beer produced in Hamburg, which was copied and developed by the 16th century brewer Cord Broihan.^[2] Broihan's beer, *Halberstädter Broihan*, became very popular, and by the 1640s, a version was brewed by the Berlin doctor J.S. Elsholz. An alternative origin, theorized by Protz, among others, is that migrating Huguenots developed the beer from the local red and brown ales as they moved through Flanders into Northern Germany. Some sources, such as Dornbusch, give the date 1572 as being the earliest record of the beer being brewed in Berlin.

Frederick Wilhelm encouraged the spread of the beer through Prussia, declaring it as "best for our climate", and had his son, Frederick the Great, trained to brew it. A popular story is that Napoleon's troops dubbed it "The Champagne of the North" in 1809.



At the height of Berliner Weisse production in the 19th century, it was the most popular alcoholic drink in Berlin, and 700 breweries produced it. By the end of the 20th century there were only two breweries left in Berlin, and a handful in the rest of Germany.

A glass of Berliner Weisse flavored with raspberry syrup

Berliner Weisse is often served in a bowl-shaped glass with flavored syrups, such as raspberry (Himbeersirup), or artificial woodruff flavoring (Waldmeistersirup). The beer may also be mixed with other drinks, such as pale lager, in order to balance the sourness.

LOTS (what, where, when, which)	HOTS (why and how)
What is “Berliner Weisse”? Which flavors of syrup are traditionally added to the beer?	Why is the popular drink called “Berliner Weisse mit Schuss”?

Resources:

https://en.wikipedia.org/wiki/Berliner_Weisse

<https://www.guide-ireland.com/type-of-drink/guinness/>

<https://www.mes-english.com/>

Lesson 2: Beverages Differences in Restaurant Cultures

Duration: 2 hours

Background

A group of American tourists are at a restaurant in Berlin. They speak some German and decide to place their order in German. They order food, wine and water. The waiter asks them in German, if they would like sparkling or still water. The Americans are expecting two jugs of tap water, but cannot explain this in German. They switch to English, trying to explain. The waiter does not understand, and assumes that they want two bottles of still water.

He serves them two large bottles of still water and the guests drink them. When the waiter brings them the bill, they complain about being billed for the water. They expected to get free tap water and refuse to pay for the bottles of mineral water.

The objective of the lesson

Teach students about beverages and differences in restaurant cultures

Learners should know	Learners should be able to
The names of beverages and containers Differences in restaurant cultures	Inform and advise customers about German restaurant culture

Materials

- ❖ Pictures/images of containers (jugs and bottles)
- ❖ Flashcards with name and image of beverage

Lesson about difference in restaurant culture

Phrases for advice in a restaurant context

"You might want to consider..."

"I suggest trying..."

"If you're in the mood for _____, I recommend ordering..."

"It's worth trying..."

"Have you considered ordering..."

"I highly recommend the..."

"You should definitely try the..."

"If you're unsure, you can't go wrong with..."

"I'd advise going for..."

"If you're a fan of _____, you'll love the..."



LOTS (what, where, when, which)	HOTS (why and how)
What is “tap water” and “sparkling water”?	Why is it not common to get tap water in German restaurants?
What is the difference between tap water and bottled water?	How do you explain this to guests?
Which kinds of water are served in German restaurants?	

Resources:

Photo by [Clint McKoy](https://unsplash.com/es/@clintmckoy?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText) on [Unsplash](https://unsplash.com/s/photos/jug-of-water?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText)

<https://youtu.be/R3cBzCl24bA>

Lesson 3: Means of Payment

Duration: 90 minutes

Background

An American tourist enters a restaurant in Berlin. In his travel guide he has been warned that in Berlin, it cannot automatically be assumed that all restaurants accept credit cards. Before taking a seat at a table, he makes sure to ask the waiter if the restaurant accepts credit cards. The waiter does not speak English very well. However, he does understand that it is a question about “cards” and replies, “Yes, we take cards”.

The customer orders his food and enjoys his meal. When the waiter finally brings him the bill, it turns out that the restaurant does not accept credit cards, but only European EC cards (debit cards).

The objective of the lesson

Teach students about polite forms and phrases to politely refer customers to the reception

Learners should know	Learners should be able to
The names of different means of payment (credit cards, debit cards, cash etc.) Differences between payment methods Polite phrases to inform customers of the methods of payment available	Inform customers about methods of payment available.

Materials

- ❖ Pictures/images of means of payment
- ❖ Flashcards with name and image of means of payment

Lesson about methods of payment

Polite phrases to inform customers of the methods of payment available

- ❖ Sorry, it is only possible to pay by cash.
- ❖ Sorry, we can not accept small changes.
- ❖ Do you want to pay with cash or credit card?
- ❖ We can not accept credit cards because we don't have connection now/ we don't have a pos machine.

What is the difference between a credit card and a debit card/ec card?

Debit card directly uses the money in your bank account.



LOTS (what, where, when, which)	HOTS (why and how)
What is a credit card? What is the difference between a credit card and a debit card/EC card? Which methods of payment are there?	Why is it important to inform of the methods of payment in advance? How do you explain to the guest that his preferred method of payment is not accepted?

Resources:

1. Photo by Sara Kurfes on Unsplash
https://unsplash.com/@stereophoTotyp?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText
2. <https://quizlet.com/88645178/payment-methods-flash-cards/>

Lesson 4: Hot vs Spicy

Duration: 2 hours

Background

An English tourist is at a Turkish restaurant in Berlin. On the menu there are hot and cold appetizers offered. The tourist chooses a dish he has never had before. The waiter is aware that most people unfamiliar with this dish underestimate how spicy it is. He wants to warn the customer. However, instead of using the term “spicy”, he tells the customer that the dish is very “hot”. The customer believes that the waiter is referring to the temperature of the dish, informing him that this particular dish belongs to the group of hot appetizers as opposed to the cold appetizers. He confirms his choice.

When the dish is served the guest tastes it and is shocked at how spicy it is. He complains that will not be able to eat it and that he should have been warned in advance.

The objective of the lesson

Teach students about ingredients and adjectives which describe flavors

Learners should know	Learners should be able to
The names of flavors, spices and ingredients Multiple meanings of terms: the adjective “hot” can be used to specify the temperature or the flavor of a dish. The subtle difference between “hot” and “spicy” in the realm of flavors	Inform and advise customers about flavors and ingredients

Materials

- ❖ Pictures/images of dishes and ingredients
- ❖ Flashcards with name and image of dishes and ingredients

Lesson about hot vs spicy



The Difference Between “Spicy” and “Hot”

“Spicy” and “hot” both describe the same type of flavor. However, “spicy” describes a flavor created by the addition of spices. “Hot” describes the “heat” of certain flavors. Some chilies, for instance, are both hot and spicy.

Many people consider these two words synonymous. Many will use “spicy” and “hot” interchangeably. This is fine for casual conversation, as most people do not care to make a technical distinction between the two.

For instance, many consider the following examples effectively identical:

This curry is too hot for my tastes.

This curry is too spicy for my tastes.

Most English speakers take either of these sentences to mean that the food is too much of a certain flavor for someone. You can use either word in most cases and people will know what you mean.

However, there are some minor differences between “hot” and “spicy”. If you want to learn what those differences are, you’ll have to read on.

Spicy

Merriam-Webster defines “spicy” as “having the quality, flavor, or fragrance of spice”. So officially, “spicy” describes something that is flavored by an ingredient identified as a spice.

For instance, cinnamon is a spice. Therefore, cinnamon flavored things are spicy. “Hot” is often used as a synonym for “spicy” because many spices add heat to a dish. However, not all of them do.

Cumin, for instance, is a spice, but it does not add heat to a dish. So cumin is “spicy”, but not “hot”. Any flavor added by a spice is “spicy”. It’s just that many popular spices also add heat, which is why people treat “hot” and “spicy” as synonymous.

However, just because a dish has spice in it does not mean the dish is “spicy”. Unless the main flavor of the dish is created by spices, you cannot describe it as “spicy”. If you cannot really taste the spice used in a dish, it’s inaccurate to call it spicy.

Hot

Merriam-Webster defines “hot” as “having a component that creates a burning or tingling sensation in the mouth”. In other words, it is the sensation of heat that defines “hot” food, not a particular flavor.

Some foods are “hot” without actually tasting like much. Other foods are spices, but do not offer a burning or tingling sensation. This means that “hot” food is not necessarily “spicy” food, and vice versa.

Consider a bell pepper. Peppers are spices. Therefore, they are “spicy”. But bell peppers are not actually “hot”. They do not provide a tingling or burning sensation To the eater. In the same way, a “hot” food might give you a burning sensation, but it is only “spicy” if its flavor derives from a spice.

Just remember, food is only spicy if its flavor is produced by spices. Heat has nothing To do with it.

Conclusion

“Spicy” and “hot” both describe flavor profiles. “Spicy” describes flavors provided by spices. “Hot” describes food that provides a burning or tingling sensation when eaten.

Because many spices also create a burning or tingling sensation, the words are used interchangeably by many. However, not all spices are hot, and not everything hot is spicy. Some foods are both, while some are one or the other. Be sure to pick the right word to describe your food.

LOTS (what, where, when, which)	HOTS (why and how)
What is the difference between hot and spicy?	Why is it important to inform a customer that a dish is spicy?
Which spices and dishes are spicy?	Why is it important to pay attention to the multiple meanings of the word “hot” in the restaurant context?

Resources:

<https://grammarhow.com/difference-between-hot-and-spicy/>

<https://unsplash.com/photos/qVwe5ZwKRig>

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